



Teacher Edition

English/
Language Arts

Indiana's Academic Standards

www.indianastandards.org

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aligned to the academic standards.



Adopted by the
Indiana State
Board of Education
June 2006



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Indiana has been recognized as having among the very best academic standards in the nation. To ensure that the state standards remain world-class, they are reviewed and updated every six years, in conjunction with the state's textbook review cycle. These standards were recommended by Indiana's Education Roundtable and adopted by the State Board of Education in June 2006.

Note regarding standards indicator numbering: In an attempt to retain curriculum mapping done since the introduction of the standards in 2000, standards indicators have not been renumbered. Any indicator added in 2006 has been given a unique number and inserted in a position to maintain logical groupings. As a result, these numbers may not be in consecutive order.



Introduction

The world we live in continues to change. For students to succeed in school, at work, and in the community, they will need more skills and knowledge than ever before. To ensure all students have every opportunity to succeed, Indiana adopted world-class academic standards in English/language arts, mathematics, science, and social studies and an assessment system to measure student progress toward the standards. These rigorous standards outline what students should know and be able to do at each grade level.

While the standards set expectations for student learning, they do not prescribe how the standards should be taught. Teachers should use their skills, experience, talents, and resources to design standards-based classroom lessons that meet the individual needs of their students.

Indiana's P-16 Plan for Improving Student Achievement

Indiana's academic standards are the cornerstone of the state's "P-16 Plan for Improving Student Achievement." Indiana's P-16 Plan provides a comprehensive blueprint for what educators, parents, and other adults must do to support students every step of the way – from their earliest years through post-high school education.

Indiana's World-Class Standards

Under the General Assembly's direction to develop standards that are "world-class, clear, concise, jargon-free, and by grade level," the standards were developed with the assistance of Indiana teachers, community members, and content experts at the university level.

Recommended by Indiana's Education Roundtable and adopted by the State Board of Education, Indiana's academic standards have been ranked among the best in the nation by Achieve, Inc., the Thomas B. Fordham Foundation, the International Center for Leadership in Education, the American Association for the Advancement of Science – Project 2061, and the National Council for History Education.

The Teacher Edition – Scope and Sequence

The Teacher Editions provide a complete set of Indiana's K-12 academic standards to ensure educators and administrators have full scope and sequence for curriculum alignment. Please note that definitions are provided throughout this document for explanatory purposes – it may not be appropriate to introduce technical definitions at lower grade levels.

The Importance of Parent and Student Involvement

Meeting higher expectations leads to greater rewards and opportunities for our students. We know that by setting specific goals, everyone wins. Teachers have clear targets, students know what's expected, and parents have detailed information about a child's strengths and weaknesses.

As a teacher, you know that parental involvement is vital to student success. The standards are a good way to engage parents in meaningful dialogue about student progress. It is also important to talk to students about these expectations – helping them take responsibility for their learning. More than simply a checklist, the standards provide a comprehensive look at what all students should know and be able to do at each grade level.

Encourage your students and their parents to review the academic standards online at www.learnmoreindiana.org.

Meeting the Challenge

The demand is greater than ever for people who can read, write, and speak effectively; analyze problems and set priorities; learn new things quickly; take initiative; and work in teams. Technology has already transported us into a time when opportunities are limited only by our imaginations. To keep our families, communities, and economy strong, all students need to keep learning after high school – at a two- or four-year college, in an apprenticeship program, or in the military.

With these academic standards in place, students in Indiana will be well-prepared to meet the challenges of the future.

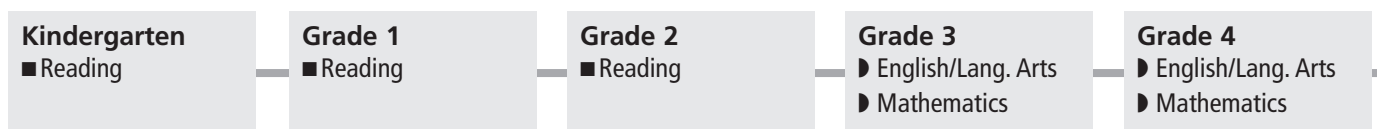
For additional information and resources, such as classroom activities and assessments aligned to Indiana's academic standards at all grade levels, visit www.indianastandards.org.



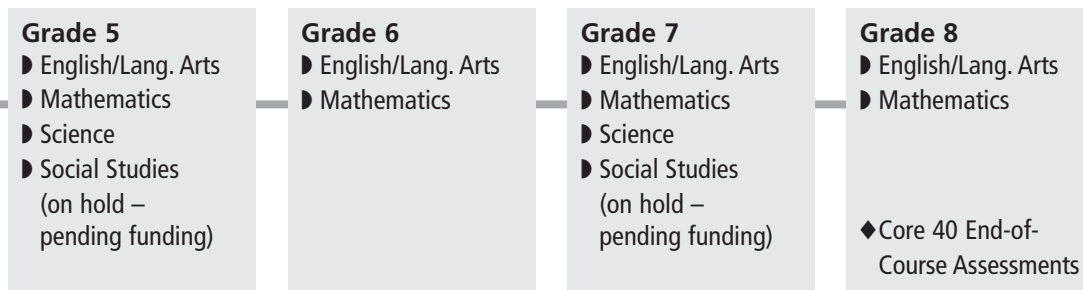
Measuring Student Learning

Assessments help teachers and parents understand how students are progressing and identify academic areas where students may need additional attention. Assessments also provide a measure of school accountability – assisting schools in their efforts to align curriculum and instruction with the state’s academic standards and reporting progress to parents and the public. Indiana’s assessments are based on the state’s academic standards and include the following:

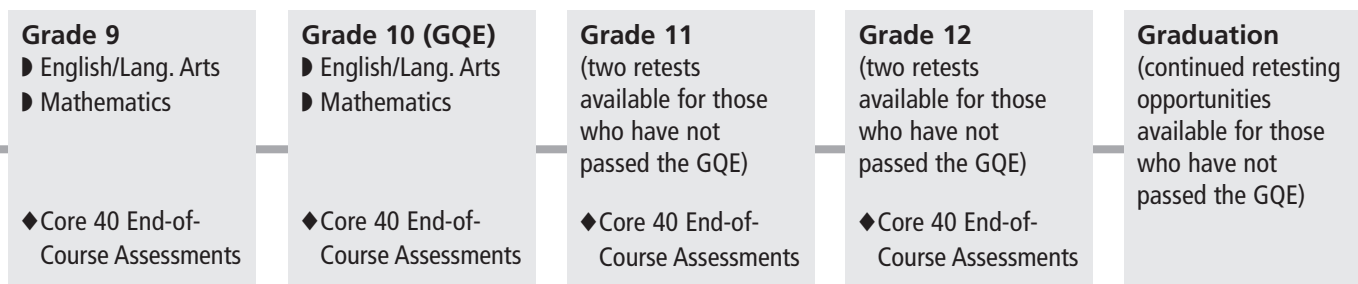
- **Indiana’s Reading Assessments** are a series of informal classroom assessments available to assist teachers in Kindergarten through Grade 2. These optional assessments are designed to ensure students are learning to read at grade-level.
- ▮ **ISTEP+ Assessments** are given to students in Grades 3 through 10 in the fall of each school year. ISTEP+ measures what the child should have learned during the previous year. Results also are used to determine if schools are making adequate yearly progress in improving student achievement as part of Indiana’s school accountability system under Public Law 221 and the federal No Child Left Behind Act of 2001.
- ◆ **Core 40 End-of-Course Assessments** are given in high school at the end of specific classes and are a cumulative test of what a student should have learned during that course. End-of-Course Assessments also provide a means to ensure the quality and rigor of high school courses across the state.



What’s the Goal? By Grade 4, have students moved beyond learning to read toward “reading to learn” other subjects? Can each student write a short, organized essay? Can each student use math skills to solve everyday, real-world problems?



What’s the Goal? By Grades 7 and 8, have students developed strong enough study habits in English and math skills to be ready for high school?



What’s the Goal? Can students read well enough to pass a driver’s exam, understand an appliance manual, or compare two opposing newspaper editorials? Could students write an effective job application letter? By testing skills like these in Grade 10, teachers know whether – and in which skill area – students need more attention before it’s time to graduate. By Grade 12, have students developed the academic foundation necessary to succeed in college and the workforce?

Visit www.doe.state.in.us/standards/assessment.html or call **1-888-54-ISTEP** for more information.



During the Kindergarten year, children experience the enjoyment of reading. They retell familiar stories and talk about stories that someone reads to them. They learn about the alphabet, words and sounds, and how to apply what they have learned by matching words to beginning and ending sounds, blending sounds into words, rhyming words, and reading simple sentences. They listen and respond to age-appropriate classic and contemporary literature, Mother Goose nursery rhymes, alphabet books, and even beginner's dictionaries. They discuss ideas and tell stories for someone to write down, and they begin to write and draw pictures for other readers. They begin to learn the rules of Standard English and more about communicating with others.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

- K.1.1 Identify the front cover, back cover, and title page of a book.
- K.1.2 Follow words from left to right and from top to bottom on the printed page.
- K.1.3 Understand that printed materials provide information.
- K.1.4 Recognize that sentences in print are made up of separate words.
- K.1.5 Distinguish letters from words.
- K.1.6 Recognize and name all capital and lowercase letters of the alphabet.

Phonemic Awareness*

- K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.
Example: Listen to the sounds /f/, /m/, /s/ or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.
- K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
Example: Listen to the word *bat* and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word *brother*.
- K.1.9 Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.
- K.1.10 Say rhyming words in response to an oral prompt.
Example: Say a word that rhymes with *cat*.



K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.

Example: Tell what sound you hear at the beginning of the word *girl*.

K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.

K.1.13 Count the number of syllables in words.

* When letters have a slanted line before and after them, such as */f/*, */sh/*, */b/*, this represents the sound the letter makes, not the name of the letter.

Decoding and Word Recognition

K.1.14 Match all consonant sounds (*mad*, *red*, *pin*, *top*, *sun*) to appropriate letters.

K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.

K.1.16 Use self-correcting strategies when reading simple sentences.

K.1.17 Read their own names.

K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.

K.1.19 Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.

Vocabulary and Concept Development

K.1.20 Identify and sort common words in basic categories.

Example: Tell whether the words *blue*, *yellow*, and *red* are colors, shapes, or foods. Tell the names of some favorite colors.

K.1.21 Identify common signs and symbols.

Example: Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.

K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.



READING: Comprehension and Analysis of Nonfiction and Informational Text



Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.

Structural Features of Informational and Technical Materials

K.2.1 Locate the title and the name of the author of a book.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

K.2.2 Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.

Example: Tell how and where bees gather pollen after listening to a book about bees such as *The Honeymakers* by Gail Gibbons.

K.2.3 Generate and respond to questions (*who, what, where*).

K.2.4 Identify types of everyday print materials.

Example: Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary

K.2.5 Identify the order (first, last) of information.

Example: Listen to and look at the information in a book such as *Going on a Whale Watch* by Bruce McMillan. Then draw pictures representing the main events of a whale watching trip in the order in which they occurred.



READING: Comprehension and Analysis of Literary Text

Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.

Analysis of Grade-Level-Appropriate Literary Text

K.3.1 Distinguish fantasy from reality.

Example: Listen to *The Day Jimmy's Boa Ate the Wash*, Trinka Hakes Noble's story about a class field trip to a farm, and *Farming*, Gail Gibbons' nonfiction book about farming. Tell how these two books are different.

K.3.2 Retell (beginning, middle, end) familiar stories.

Example: Retell the story of a folktale, such as the version of *The Three Little Pigs* by Steven Kellogg.

K.3.3 Identify characters, settings, and important events in a story.

Example: Identify the main characters in a story, such as *Noisy Nora* by Rosemary Wells. Describe the setting in a familiar story, such as *Goodnight Moon* by Margaret Wise Brown. Retell the important events in a story, such as the folktale *Jack and the Beanstalk*.

K.3.4 Identify favorite books and stories.

K.3.5 Understand what is heard or seen by responding to questions (*who, what, where*).



Standard 4

WRITING: Processes and Features



Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

Organization and Focus

- K.4.1 Discuss ideas to include in a story.
- K.4.2 Tell a story that the teacher or some other person will write.
- K.4.3 Write using pictures, letters, and words.
- K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).

Example: Write correctly simple words, such as *man*, *cat*, and *run*, and spell other words as they sound, such as *whale* as *wal*, *jumps* as *jmps*, and *bigger* as *bigr*, showing an understanding of what letters represent certain sounds.
- K.4.5 Write by moving from left to right and from top to bottom.

Research Process and Technology

- K.4.6 Ask *how* and *why* questions about a topic of interest.
- K.4.7 Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).
- K.4.8 Organize and classify information into categories of how and why or by color or size.



Standard 5



WRITING: Applications

(Different Types of Writing and Their Characteristics)

In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).

K.5.1 Draw pictures and write words for a specific reason.

Example: Draw a picture or write to a friend or a family member to tell about something new at school.

K.5.2 Draw pictures and write for specific people or persons.

Example: Write or dictate an invitation to a parent to attend a classroom event.

Standard 6

WRITING: English Language Conventions

Students begin to learn the written conventions of Standard English.

Handwriting

K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.

Spelling

K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.

Example: Spell correctly common words, such as *cat*, or spell by how the word sounds, such as *kat*.



Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.

Comprehension

K.7.1 Understand and follow one- and two-step spoken directions.

Oral Communication

K.7.2 Share information and ideas, speaking in complete, coherent sentences.

Speaking Applications

K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.

K.7.4 Recite short poems, rhymes, and songs.

K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).



NOTES



During the first-grade year, students become more independent readers and writers. They recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and how to translate them into spoken language by using phonics. They sound out more complex vocabulary and comprehend the meanings of those words. They read fluently, orally and silently, a variety of grade-level-appropriate classic and contemporary literature, folktales, nonfiction books on subjects of interest, alphabet books, and beginner's dictionaries. They discuss what they have read, talking about main ideas, characters, plot, and setting. They begin to write compositions and other original works, and they begin to use Standard English. They recite poems, rhymes, songs, and stories, and they make short presentations.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Concepts About Print

- 1.1.1 Match oral words to printed words.
- 1.1.2 Identify letters, words, and sentences.
- 1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.

Phonemic Awareness

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
*Example: Tell the sound that comes at the beginning of the word **sun**. Tell the sound that comes at the end of the word **cloud**. Tell the sound that comes in the middle of the word **boat**.*
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
*Example: Say the sound that is in the middle of the word **bit**. Say the sound that is in the middle of the word **bite**. Tell whether this is the same sound or a different sound.*
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.
*Example: Tell what letter you would have to change to make the word **cow** into the word **how**. Tell what letter you would have to change to make the word **pan** into **an**.*



- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.

Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /l/ /a/ /t/.

Decoding and Word Recognition

- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (*a, e, i, o, u*), and blend those sounds into recognizable words.
- 1.1.19 Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.
- 1.1.11 Read common sight words (words that are often seen and heard).
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the *ea* in *eat*) and knowledge of how vowel sounds change when followed by the letter *r* (such as the *ea* in the word *ear*).

Example: Correctly read aloud the vowel sounds made in words, such as *ear, eat, near, their, or wear*.

- 1.1.14 Read common word patterns (*-ite, -ate*).

Example: Read words, such as *gate, late, and kite*.

- 1.1.15 Read aloud smoothly and easily in familiar text.

Vocabulary and Concept Development

- 1.1.16 Read and understand simple compound words (*birthday, anything*) and contractions (*isn't, aren't, can't, won't*).
- 1.1.17 Read and understand root words (*look*) and their inflectional forms (*looks, looked, looking*).

Example: Recognize that the *s* added to the end of *chair* makes it mean more than one chair.
Recognize that adding *ed* to the end of *jump* makes it mean jumping that happened in the past.

- 1.1.18 Classify categories of words.

Example: Tell which of the following are fruits and which are vegetables: *bananas, oranges, apples, carrots, and peas*.



Standard 2

READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.

Structural Features of Informational Materials

1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.

1.2.2 Identify text that uses sequence or other logical order.

Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like *The Bird Table* by Pauline Cartwright.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

1.2.3 Respond to *who, what, when, where, why, and how* questions and recognize the main idea of what is read.

Example: After reading or listening to the science book *Gator or Croc* by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.

1.2.4 Follow one-step written instructions.

1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.

1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when* or cause and effect, such as *because, since, therefore, so*).

Example: Read *Bats: Creatures of the Night* by Joyce Milton and discuss what words give clues about predicting where bats could be found or how they locate food.

1.2.7 Relate prior knowledge to what is read.

Example: Before reading *How Much Is a Million* by David Schwartz, discuss students' estimates of large quantities.



Standard 3

READING: Comprehension and Analysis of Literary Text

1

Students read and respond to a wide variety of children's literature. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

Analysis of Grade-Level-Appropriate Literary Text

- 1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.

Example: Read a story, such as *Arthur's Prize Reader* by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.
- 1.3.2 Describe the roles of authors and illustrators.

Example: Read a book, such as *The Very Hungry Caterpillar* by Eric Carle or *Where the Wild Things Are* by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.
- 1.3.3 Confirm predictions about what will happen next in a story.

Example: Read part of a story, such as *The Musicians of Bremen: A Tale from Germany* by Jane Yolen or *Lilly's Purple Plastic Purse* by Kevin Henkes, and tell what might happen next and how the story might end.
- 1.3.4 Distinguish fantasy from reality.
- 1.3.5 Understand what is read by responding to questions (*who, what, when, where, why, how*).

Standard 4

WRITING: Processes and Features

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

- 1.4.1 Discuss ideas and select a focus for group stories or other writing.
- 1.4.2 Use various organizational strategies to plan writing.

Evaluation and Revision

- 1.4.3 Revise writing for others to read.



Research Process and Technology

- 1.4.4 Begin asking questions to guide topic selection and ask *how* and *why* questions about a topic of interest.
- 1.4.5 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).
- 1.4.6 Organize and classify information by constructing categories on the basis of observation.

Standard 5

WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Using the writing strategies of Grade 1 outlined in Standard 4 — Writing Processes and Features, students:

- 1.5.1 Write brief narratives (stories) describing an experience.
 Example: Write a short story titled *My Friend* describing an experience that is real or imagined.
- 1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.
 Example: Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.
- 1.5.3 Write simple rhymes.
- 1.5.4 Use descriptive words when writing.
 Example: Use varied words to describe events, people, and places, such as describing a day as a *sunny day* or *cloudy day*.
- 1.5.5 Write for different purposes and to a specific audience or person.
 Example: Write a thank-you note to the store manager after a field trip to the local supermarket.



WRITING: English Language Conventions

1

Students write using Standard English conventions appropriate to this grade level.

Handwriting

1.6.1 Print legibly and space letters, words, and sentences appropriately.

Sentence Structure

1.6.2 Write in complete sentences.

Grammar

1.6.3 Identify and correctly use singular and plural nouns (*dog/dogs*).

1.6.4 Identify and correctly write contractions (*isn't, aren't, can't*).

1.6.5 Identify and correctly write possessive nouns (*cat's meow, girls' dresses*) and possessive pronouns (*my/mine, his/hers*).

Punctuation

1.6.6 Correctly use periods (*I am five.*), exclamation points (*Help!*), and question marks (*How old are you?*) at the end of sentences.

Capitalization

1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

1.6.8 Spell correctly three- and four-letter words (*can, will*) and grade-level-appropriate sight words (*red, fish*).



Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 1.7.1 Listen attentively.
- 1.7.2 Ask questions for clarification and understanding.
- 1.7.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

- 1.7.4 Stay on the topic when speaking.
- 1.7.5 Use descriptive words when speaking about people, places, things, and events.

Speaking Applications

- 1.7.6 Recite poems, rhymes, songs, and stories.
- 1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering *who*, *what*, *when*, *where*, *why*, and *how* questions.
- 1.7.8 Relate an important life event or personal experience in a simple sequence.
- 1.7.9 Provide descriptions with careful attention to sensory detail.
- 1.7.10 Use visual aids, such as pictures and objects, to present oral information.



NOTES



During the second-grade year, students gain more skills in reading, writing, speaking, and listening. They demonstrate an awareness of sounds that are made by different letters, and they practice decoding words by using phonics while they learn new concepts, such as prefixes and suffixes, that help them understand the meaning of new vocabulary. They read fluently. They ask and respond to questions, make predictions, and compare information in order to comprehend what they read. They read a variety of grade-level-appropriate classic and contemporary literature, poetry, nonfiction books in different subject areas, children's magazines, and dictionaries. They learn to use the conventions of Standard English and a writing process to write clear sentences and paragraphs that develop a central idea. They also deliver brief oral presentations, tell stories, and perform plays.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Phonemic Awareness

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by:
- distinguishing beginning, middle, and ending sounds in words.
 - rhyming words.
 - clearly pronouncing blends and vowel sounds.

Decoding and Word Recognition

- 2.1.2 Recognize and use knowledge of spelling patterns (such as *cut/cutting, slide/sliding*) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (*dinosaur, vacation*).
- 2.1.4 Recognize common abbreviations (*Jan., Fri.*).
- 2.1.5 Identify and correctly use regular plural words (*mountain/mountains*) and irregular plural words (*child/children, mouse/mice*).
- 2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.
- 2.1.11 Know and use common word families (such as *-ale, -est, -ine, -ock, -ump*) when reading unfamiliar words.



Vocabulary and Concept Development

- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (*lunchtime, lunchroom, daydream, raindrop*).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as *un-*) and suffixes (word parts added at the end of words such as *-ful*).
- 2.1.10 Identify simple multiple-meaning words (*change, duck*).

Standard 2

READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.

Structural Features of Informational and Technical Materials

- 2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.
- 2.2.11 Identify text that uses sequence or other logical order (alphabetical order or time).

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 2.2.2 State the purpose for reading.
Example: Read an informational text about pets to decide what kind of animal would make the best pet.
- 2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
Example: Read an informational text that compares different people, animals, or plants, such as *What Do You Do with a Tail Like This?* by Robin Page and Steve Jenkins.
- 2.2.4 Ask and respond to questions (*when, who, where, why, what if, how*) to aid comprehension about important elements of informational texts.
Example: After reading a short account about the first man on the moon, ask and answer *why, what if, and how* questions to understand the lunar landing.



- 2.2.5 Restate facts and details or summarize the main idea in the text to clarify and organize ideas.
Example: Summarize information learned from a text, such as detail about ant colonies stated in *Ant Cities* by Arthur Dorros or reported about spider webs in *Spider Magic* by Dorothy Hinshaw Patent.
- 2.2.6 Recognize cause-and-effect relationships in a text.
Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.
- 2.2.7 Interpret information from diagrams, charts, and graphs.
Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.
- 2.2.8 Follow two-step written instructions.
- 2.2.9 Use context (the meaning of the surrounding text) to understand word and sentence meanings.
- 2.2.10 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when* or cause and effect, such as *because, since, therefore, so*).

Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

Analysis of Grade-Level-Appropriate Literary Text

- 2.3.1 Compare plots, settings, and characters presented by different authors.
Example: Read and compare *Strega Nona*, an old Italian folktale retold by Tomie DePaola, with *Ox-Cart Man* by Donald Hall.
- 2.3.2 Create different endings to stories and identify the problem and the impact of the different ending.
Example: Read a story, such as *Fin M'Coul — The Giant of Knockmany Hill*, Tomie DePaola's retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin's wife had not helped him or if Fin were not a giant.
- 2.3.3 Compare and contrast versions of same stories from different cultures.
Example: Compare fairy tales and folktales that have been retold by different cultures, such as *The Three Little Pigs* and the southwestern/Latino version *The Three Little Javelinas* by Susan Lowell, or *Cinderella* and the African version, *Mufaro's Beautiful Daughters* by John Steptoe.



- 2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction.

Example: Listen to or read the rhymes for each letter of the alphabet in *A, My Name Is Alice* by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.

- 2.3.5 Confirm predictions about what will happen next in a story.

- 2.3.6 Recognize the difference between fantasy and reality.

- 2.3.7 Identify the meaning or lesson of a story.

Standard 4

WRITING: Processes and Features

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

- 2.4.1 Create a list of ideas for writing.

- 2.4.2 Organize related ideas together to maintain a consistent focus.

Research Process and Technology

- 2.4.3 Find ideas for writing stories and descriptions in pictures or books.

- 2.4.4 Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).

- 2.4.5 Use a computer to draft, revise, and publish writing.

Evaluation and Revision

- 2.4.6 Review, evaluate, and revise writing for meaning and clarity.

- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

- 2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.



WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

2.5.1 Write brief narratives based on experiences that:

- move through a logical sequence of events (chronological order, order of importance).
- describe the setting, characters, objects, and events in detail.

Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.

2.5.2 Write a brief description of a familiar object, person, place, or event that:

- develops a main idea.
- uses details to support the main idea.

Example: Write a descriptive piece on a topic, such as *Houses Come in Different Shapes and Sizes*.

2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr. Smith*), body, closing, and signature.

Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.

2.5.4 Write rhymes and simple poems.

2.5.5 Use descriptive words when writing.

2.5.6 Write for different purposes and to a specific audience or person.

Example: Write a description of your favorite book to recommend the book to a friend.

2.5.7 Write responses to literature that:

- demonstrate an understanding of what is read.
- support statements with evidence from the text.

Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.



Research Application

2.5.8 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).
- organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation.

Example: After making observations and completing research at the library, write a report about animals that live in water or about different modes of transportation.

Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

Sentence Structure

2.6.2 Distinguish between complete (*When Tom hit the ball, he was proud.*) and incomplete sentences (*When Tom hit the ball*).

2.6.3 Use the correct word order in written sentences.

Grammar

2.6.4 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).

Example: Identify the noun and verb in a sentence, such as *Maria* (noun) *and a friend* (noun) *played* (verb) *for a long time*.

Punctuation

2.6.5 Use commas in the greeting (*Dear Sam,*) and closure of a letter (*Love,* or *Your friend,*) and with dates (*March 22, 2000*) and items in a series (*Tony, Steve, and Bill*).

2.6.6 Use quotation marks correctly to show that someone is speaking.

- Correct: "You may go home now," she said.
- Incorrect: "You may go home now she said."



Capitalization

- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as *Mike*, *Indiana*, *Jeep*), words at the beginning of sentences and greetings, months and days of the week, and titles (*Dr.*, *Mr.*, *Mrs.*, *Miss*) and initials in names.

2

Spelling

- 2.6.8 Spell correctly words like *was*, *were*, *says*, *said*, *who*, *what*, and *why*, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (*a*, *e*, *i*, *o*, *u*), *r*-controlled vowels (*ar*, *er*, *ir*, *or*, *ur*), and consonant-blend patterns (*bl*, *dr*, *st*).
- short vowels: actor, effort, ink, chop, unless
 - long vowels: ace, equal, bind, hoe, use
 - *r*-controlled: park, supper, bird, corn, further
 - consonant blends: blue, crash, desk, speak, coast



LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 2.7.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).
- 2.7.2 Ask for clarification and explanation of stories and ideas.
- 2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.
- 2.7.4 Give and follow three- and four-step oral directions.

Organization and Delivery of Oral Communication

- 2.7.5 Organize presentations to maintain a clear focus.
- 2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).
- 2.7.7 Tell experiences in a logical order (chronological order, order of importance, spatial order).
- 2.7.8 Retell stories, including characters, setting, and plot.
- 2.7.9 Report on a topic with supportive facts and details.
- 2.7.12 Use descriptive words when speaking about people, places, things, and events.

Speaking Applications

- 2.7.10 Recount experiences or present stories that:
 - move through a logical sequence of events (chronological order, order of importance, spatial order).
 - describe story elements, including characters, plot, and setting.
- 2.7.11 Report on a topic with facts and details, drawing from several sources of information.
- 2.7.13 Recite poems, rhymes, songs, and stories.
- 2.7.14 Provide descriptions with careful attention to sensory detail.



During the third-grade year, students move from decoding words to learning more about what words mean. They learn longer and more difficult words that express abstract ideas, such as time. They also start thinking more about what they read. They identify and discuss main ideas, characters, plot, setting, and theme. They read a variety of grade-level-appropriate classic and contemporary literature and add biographies, historical fiction, science fiction, and mythology to what they have read in earlier grades. They get to know the kind of writing and organization used in textbooks. They read fluently, with expression and without stopping to figure out what each word means. They write clear sentences and paragraphs that demonstrate an awareness of audience and purpose. They also deliver brief oral presentations, tell stories, and perform plays.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Decoding and Word Recognition

- 3.1.1 Know and use more difficult word families (*-ight*) when reading unfamiliar words.
- 3.1.2 Read words with several syllables.
- 3.1.3 Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.

Vocabulary and Concept Development

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

Example: Understand that words, such as *fair* and *fare*, are said the same way but have different meanings. Know the difference between two meanings of the word *lead* when used in sentences, such as “The pencil has *lead* in it” and “I will *lead* the way.”
- 3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.
- 3.1.6 Use sentence and word context to find the meaning of unknown words.
- 3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as *un-*, *pre-*) and suffixes (word parts added at the end of words such as *-er*, *-ful*, *-less*) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as *puzzle* or *fire*).



READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many subject areas, children’s magazines and periodicals, and reference and technical materials.

Structural Features of Informational and Technical Materials

- 3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.
- 3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical).

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.
Example: When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.
- 3.2.3 Show understanding by identifying answers in the text.
Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.
- 3.2.4 Recall major points in the text and make and revise predictions about what is read.
Example: Listen and view Steve Jenkins’ book *Actual Size*; discuss his examples representing the physical dimensions of various animals and their habitats. Also discuss the artistic methods Jenkins used to represent the animals.
- 3.2.5 Distinguish the main idea and supporting details in expository (informational) text.
Example: Read an informational text, such as *Volcano: The Eruption and Healing of Mount St. Helen’s* by Patricia Lauber, and make a chart listing the main ideas from the text and the details that support them.
- 3.2.6 Locate appropriate and significant information from the text, including problems and solutions.
Example: Identify the problem faced by a character in a book, such as *A Gift for Tia Rosa* by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.
- 3.2.7 Follow simple multiple-step written instructions.
- 3.2.8 Distinguish between cause and effect and between fact and opinion in informational text.



Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of significant works of children's literature. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

3

Structural Features of Literature

3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.

Example: Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem "On the Run" by Douglas Florian, the play *The Crane Wife* by Sumiko Yagawa, Anne Laurin's fictional book *Perfect Crane*, and the nonfiction counting book *Counting Cranes* by Mary Beth Owens.

Analysis of Grade-Level-Appropriate Literary Text

3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as *Why Mosquitoes Buzz in People's Ears* retold by Verna Aardema or *How the Leopard Got Its Spots* by Justine and Ron Fontes. Plot each story onto a story map.

3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's book by the same name.

3.3.4 Determine the theme or author's message in fiction and nonfiction text.

Example: Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story *More Than Halfway There*, by Janet Halliday Ervin, and the nonfiction biography *Abe Lincoln's Hat*, by Martha Brenner.

3.3.5 Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.

Example: Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as *Cock-a-doodle doo!: What Does It Sound Like to You?* by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.

3.3.6 Identify the speaker or narrator in a selection.

Example: Read a book, such as *Class Clown* by Johanna Hurwitz or *Dinner at Aunt Connie's House* by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.

3.3.7 Compare and contrast versions of the same stories from different cultures.

3.3.8 Identify the problem and solutions in a story.



WRITING: Processes and Features

Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

3

Organization and Focus

- 3.4.1 Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.
- 3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.
- 3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.
- 3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.

Research Process and Technology

- 3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
- 3.4.5 Use a computer to draft, revise, and publish writing.

Evaluation and Revision

- 3.4.6 Review, evaluate, and revise writing for meaning and clarity.
- 3.4.7 Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.
- 3.4.8 Revise writing for others to read, improving the focus and progression of ideas.



Standard 5

WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

3.5.1 Write narratives that:

- provide a context within which an action takes place.
- include details to develop the plot.

Example: Write a story based on an article in a magazine, such as *Cricket* or *Stone Soup*, about what life was like 100 years ago.

3.5.2 Write descriptive pieces about people, places, things, or experiences that:

- develop a unified main idea.
- use details to support the main idea.

Example: Write a description for how to make a model boat. Include clear enough directions so that a classmate can make the model. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.

3.5.6 Write persuasive pieces that ask for an action or response.

Example: Write a persuasive letter to your family asking for your favorite foods on a special occasion, such as your birthday or a holiday.

3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:

- show awareness of the knowledge and interests of the audience.
- establish a purpose and context.
- include the date, proper salutation, body, closing, and signature.

Example: Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom. Write a persuasive letter to your family asking for your favorite foods on your birthday.

3.5.4 Use varied word choices to make writing interesting.

Example: Write stories using varied words, such as *cried*, *yelled*, or *whispered* instead of *said*.

3.5.5 Write for different purposes and to a specific audience or person.

Example: Write an article about the library at your school. Include a list of ways that students use the library.

3.5.7 Write responses to literature that:

- demonstrate an understanding of what is read.
- support statements with evidence from the text.

Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.



Research Application

- 3.5.8 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
- uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).
 - organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation.

Example: After making observations and completing research at the library, write a report that describes things found in nature and things that are found outside of nature.

Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

- 3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.

Sentence Structure

- 3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.
- Declarative: *This tastes very good.*
 - Imperative: *Please take your seats.*
 - Interrogative: *Are we there yet?*
 - Exclamatory: *It's a home run!*

Grammar

- 3.6.3 Identify and use subjects and verbs that are in agreement (*we are* instead of *we is*).
- 3.6.4 Identify and use past (*he danced*), present (*he dances*), and future (*he will dance*) verb tenses properly in writing.
- 3.6.5 Identify and correctly use pronouns (*it, him, her*), adjectives (*brown eyes, two younger sisters*), compound nouns (*summertime, snowflakes*), and articles (*a, an, the*) in writing.

Punctuation

- 3.6.6 Use commas in dates (*August 15, 2001*), locations (*Fort Wayne, Indiana*), and addresses (*431 Coral Way, Miami, FL*), and for items in a series (*football, basketball, soccer, and tennis*).



Capitalization

- 3.6.7 Capitalize correctly geographical names, holidays, historical periods, and special events
(*We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.*)

Spelling

- 3.6.8 Spell correctly one-syllable words that have blends (*walk*, *play*, *blend*), contractions (*isn't*, *can't*), compounds, common spelling patterns (*qu-*; changing *win* to *winning*; changing the ending of a word from *-y* to *-ies* to make a plural, such as *cherry/cherries*), and common homophones (words that sound the same but have different spellings, such as *hair/hare*).
- 3.6.9 Arrange words in alphabetical order.
- Example: Given a list of words, such as *apple*, *grapefruit*, *cherry*, *banana*, *pineapple*, and *peach*, put them into correct alphabetical order: *apple*, *banana*, *cherry*, *grapefruit*, *peach*, and *pineapple*.

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 3.7.1 Retell, paraphrase, and explain what a speaker has said.
- 3.7.2 Connect and relate experiences and ideas to those of a speaker.
- 3.7.3 Answer questions completely and appropriately.
- 3.7.4 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*).
- 3.7.15 Follow three- and four-step oral directions.



Organization and Delivery of Oral Communication

- 3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information.
- 3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.
- 3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
- 3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.
- 3.7.9 Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.

Analysis and Evaluation of Oral and Media Communications

- 3.7.10 Compare ideas and points of view expressed in broadcast and print media or on the Internet.
- 3.7.11 Distinguish between the speaker's opinions and verifiable facts.
- 3.7.16 Evaluate different evidence (facts, statistics, quotes, testimonials) used to support claims.

Speaking Applications

- 3.7.12 Make brief narrative presentations that:
- provide a context for an event that is the subject of the presentation.
 - provide insight into why the selected event should be of interest to the audience.
 - include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.
- 3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays.
- 3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.



During the fourth-grade year, students continue to build their vocabularies, adding letters at the beginnings and ends of root words to create new words, such as nation/national/nationality. They learn variations on word meanings — synonyms, antonyms, idioms, and words with more than one meaning. They recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. They read a variety of grade-level-appropriate classic and contemporary literature and expand their interest in nonfiction books, biographies, historical fiction, science fiction, and mythology. They write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers' attention. They use the conventions of Standard English in their written communications. They deliver oral summaries of articles and books that they have read.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, re-, -est, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Decoding and Word Recognition

- 4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.

Vocabulary and Concept Development

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *couch potato*) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (*nation, national, nationality*) to determine the meaning of unknown words within a passage.
- 4.1.4 Use common roots (*meter = measure*) and word parts (*therm = heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*).
- 4.1.5 Use a thesaurus to find related words and ideas.
- 4.1.6 Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word).
- 4.1.7 Use context to determine the meaning of unknown words.



READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

Structural Features of Informational and Technical Materials

4.2.1 Use the organization of informational text to strengthen comprehension.

Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.

4.2.8 Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.

Example: Read informational texts, such as a science experiment or a short historical account, and identify the type of organization used to understand what is read

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

4.2.2 Use appropriate strategies when reading for different purposes.

Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.

4.2.3 Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.

Example: After reading an informational text, such as *Camouflage: A Closer Look* by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.

4.2.4 Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.

Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book *Amazing Sea Creatures* by Andrew Brown.

4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).

4.2.5 Compare and contrast information on the same topic after reading several passages or articles.

Example: Read several informational texts about guide dogs, such as *A Guide Dog Puppy Grows Up* by Carolyn Arnold, *Buddy: The First Seeing Eye Dog* by Eva Moore, and *Follow My Leader* by James B. Garfield, and compare and contrast the information presented in each.



- 4.2.6 Distinguish between cause and effect and between fact and opinion in informational text.

Example: In reading an article about how snowshoe rabbits change color, distinguish facts (such as *Snowshoe rabbits change color from brown to white in the winter*) from opinions (such as *Snowshoe rabbits are very pretty animals because they can change colors*).

- 4.2.7 Follow multiple-step instructions in a basic technical manual.

Example: Follow directions to learn how to use computer commands or play a video game.

Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

Structural Features of Literature

- 4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.

Example: After reading some of the Greek or Norse myths found in such books as *Book of Greek Myths* or *Book of Norse Myths*, both by Ingri and Edgar D'Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

Analysis of Grade-Level-Appropriate Literary Text

- 4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.

Example: Discuss the causes and effects of the main event of the plot in each story within Rudyard Kipling's collection of animal tales, *The Jungle Book*.

- 4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

Example: After reading *The Sign of the Beaver* by Elizabeth George Speare, tell how the Native American character's actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.

- 4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

Example: Read a book of trickster tales from other countries, such as *The Barefoot Book of Trickster Tales* retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.



4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.

- Simile: a comparison that uses *like* or *as*
- Metaphor: an implied comparison
- Hyperbole: an exaggeration for effect
- Personification: a description that represents a thing as a person

Example: Identify a simile, such as *Twinkle, twinkle little star... like a diamond in the sky*. Identify a metaphor, such as *You were the wind beneath my wings*. Identify an example of hyperbole, such as *Cleaner than clean, whiter than white*. Identify an example of personification, such as *The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill*.

4.3.6 Determine the theme.

Example: Identify the theme in the classic novel, *Hans Brinker or The Silver Skates* by Mary Mapes Dodge.

4.3.7 Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.

Standard 4

WRITING: Processes and Features

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.

4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.

4.4.3 Write informational pieces with multiple paragraphs that:

- provide an introductory paragraph.
- establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
- include supporting paragraphs with simple facts, details, and explanations.
- present important ideas or events in sequence or in chronological order.
- provide details and transitions to link paragraphs.
- conclude with a paragraph that summarizes the points.
- use correct indentation at the beginning of paragraphs.

4.4.4 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.



Research Process and Technology

- 4.4.5 Quote or paraphrase information sources, citing them appropriately.
- 4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.
- 4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.
- 4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
- 4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.

4

Evaluation and Revision

- 4.4.10 Review, evaluate, and revise writing for meaning and clarity.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.

Standard 5

WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

- 4.5.1 Write narratives that:
 - include ideas, observations, or memories of an event or experience.
 - provide a context to allow the reader to imagine the world of the event or experience.
 - use concrete sensory details.

Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.



4.5.2 Write responses to literature that:

- demonstrate an understanding of a literary work.
- support statements with evidence from the text.

Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.

4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Example: Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.

4.5.5 Use varied word choices to make writing interesting.

Example: Write stories using descriptive words in place of common words; for instance, use *enormous*, *gigantic*, or *giant* for the word *big*.

4.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person.

Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.

Research Application

4.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
- demonstrates that information that has been gathered has been summarized.
- organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.

Example: After talking to local officials and conducting library or Internet research, write a report about the history of the different people and immigrant groups who settled in Indiana. Include information about where these groups came from, where they first lived in the state, and what work they did.



Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

- 4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.

Sentence Structure

- 4.6.2 Use simple sentences (*Dr. Vincent Stone is my dentist.*) and compound sentences (*His assistant cleans my teeth, and Dr. Stone checks for cavities.*) in writing.
- 4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.
- Verbs: *We strolled by the river.*
 - Adjectives: *brown eyes, younger sisters*
 - Adverbs: *We walked slowly.*
 - Appositives: noun phrases that function as adjectives, such as *We played the Cougars, the team from Newport.*
 - Participial phrases: verb phrases that function as adjectives, such as *The man walking down the street saw the delivery truck.*
 - Prepositional phrases: *in the field, across the room, over the fence*
 - Conjunctions: *and, or, but*

Grammar

- 4.6.4 Identify and use in writing regular (*live/lived, shout/shouted*) and irregular verbs (*swim/swam, ride/rode, hit/hit*), adverbs (*constantly, quickly*), and prepositions (*through, beyond, between*).

Punctuation

- 4.6.5 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (*He said, "I'd be happy to go."*), apostrophes to show possession (*Jim's shoes, the dog's food*), and apostrophes in contractions (*can't, didn't, won't*).
- 4.6.6 Use underlining, quotation marks, or italics to identify titles of documents.
- When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books.
 - When writing on a computer *italicize* the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.

Capitalization

- 4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.



Spelling

- 4.6.8 Spell correctly roots (bases of words, such as *unnecessary*, *cowardly*), inflections (words like *care/careful/caring*), words with more than one acceptable spelling (like *advisor/adviser*), suffixes and prefixes (*-ly*, *-ness*, *mis-*, *un-*), and syllables (word parts each containing a vowel sound, such as *sur•prise* or *e•col•o•gy*).

4

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
- 4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.
- 4.7.3 Identify how language usage (sayings and expressions) reflects regions and cultures.
- 4.7.4 Give precise directions and instructions.
- 4.7.15 Connect and relate experiences and ideas to those of a speaker.

Organization and Delivery of Oral Communication

- 4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.
- 4.7.6 Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
- 4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.
- 4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.
- 4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.



Analysis and Evaluation of Oral and Media Communications

- 4.7.10 Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.
- 4.7.16 Distinguish between the speaker's opinions and verifiable facts.

Speaking Applications

- 4.7.11 Make narrative presentations that:
- relate ideas, observations, or memories about an event or experience.
 - provide a context that allows the listener to imagine the circumstances of the event or experience.
 - provide insight into why the selected event or experience should be of interest to the audience.
- 4.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- 4.7.12 Make informational presentations that:
- focus on one main topic.
 - include facts and details that help listeners focus.
 - incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).
- 4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.



NOTES



During the fifth-grade year, students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. They use word origins to determine the meaning of unknown words or phrases, such as Herculean task from the myth of Hercules. They read a variety of grade-level-appropriate classic and contemporary literature and continue to expand their interest in nonfiction books, poetry, and plays. They begin to do literary criticism by evaluating what they read and locating evidence to support what they say. They write multiple-paragraph compositions for different purposes and a specific audience or person, adjusting their writing as appropriate. They use transitions to connect ideas when they write. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

5

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Decoding and Word Recognition

- 5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

Vocabulary and Concept Development

- 5.1.2 Use word origins to determine the meaning of unknown words.
*Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase *Herculean task*.*
- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (*graph* = *writing*, *logos* = *the study of*) and word parts (*auto* = *self*, *bio* = *life*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*autograph*, *autobiography*, *biography*, *biology*).
- 5.1.5 Understand and explain the figurative use of words in similes (comparisons that use *like* or *as*: *The stars were like a million diamonds in the sky.*) and metaphors (implied comparisons: *The stars were brilliant diamonds in the night sky.*).
- 5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.



READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

Structural Features of Informational and Technical Materials

5

5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.

5.2.2 Analyze text that is organized in sequential or chronological order.

Example: Compare the organizational structure of such biographical texts as *The Life and Death of Crazy Horse* by Russell Freedman or *Pride of Puerto Rico: The Life of Roberto Clemente* by Paul Robert Walker, noting critical events in the subjects' lives.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

Example: Read a science text, such as *Astronomy* by Robert Kerrod, and select some of the experiments described in the book to pursue in class. Before beginning the selected experiments, outline the main ideas or concepts to be tested and identify additional supporting detail that explains those scientific concepts.

5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Example: Use a guidebook, such as *Discovering Fossils: How to Find and Identify Remains of the Prehistoric Past (Fossils & Dinosaurs)* by Frank A. Garcia, to gain information and make predictions about the identification of fossils found in everyday surroundings.

5.2.6 Follow multiple-step instructions in a basic technical manual.

Expository (Informational) Critique

5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.

Example: Identify facts and opinions in a newspaper editorial or editorial page writer's column.



Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

Structural Features of Literature

- 5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Example: Analyze an author's purpose for writing, whether it is to inform, teach, entertain, or elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced.

Analysis of Grade-Level-Appropriate Literary Text

- 5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

Example: Read a story with a central conflict, such as *The Pushcart War* by Jean Merrill. Tell how the conflict between the peddlers and the truckers is solved and describe what issues are raised in the conflict.

- 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

Example: Read a book, such as *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, like the character of Mrs. Frisby, or by selfishness, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.

- 5.3.4 Understand that *theme* refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.

Example: Describe the themes in a fictional story, such as *A Wrinkle in Time* by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist father.

- 5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

- Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
- Imagery: the use of language to create vivid pictures in the reader's mind.
- Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

- 5.3.8 Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.



Literary Criticism

- 5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

Example: Discuss what various characters and objects symbolize in literature representing the Medieval era, such as *King Arthur: Tales from the Round Table* by Andrew Lang, or ancient Asian culture, such as *Tales from Japan* (Oxford Myths and Legends) by Helen and William McAlpine.

- 5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.

Example: Read and evaluate books such as *Dear Mr. Henshaw* by Beverly Cleary or *The Great Fire* by Jim Murphy to understand how authors use particular techniques, such as letter format or display of primary sources, to influence the reader.

5

Standard 4

WRITING: Processes and Features

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

- 5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.
- 5.4.3 Write informational pieces with multiple paragraphs that:
- present important ideas or events in sequence or in chronological order.
 - provide details and transitions to link paragraphs.
 - offer a concluding paragraph that summarizes important ideas and details.
- 5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.

Research Process and Technology

- 5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.
- 5.4.5 Use note-taking skills when completing research for writing.
- 5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.
- 5.4.7 Use a thesaurus to identify alternative word choices and meanings.



Evaluation and Revision

- 5.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.

Standard 5

WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

- 5.5.1 Write narratives that:
 - establish a plot, point of view, setting, and conflict.
 - show, rather than tell, the events of the story.

Example: Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.
- 5.5.2 Write responses to literature that:
 - demonstrate an understanding of a literary work.
 - support statements with evidence from the text.
 - develop interpretations that exhibit careful reading and understanding.

Example: Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books. Write a personal reaction to books in which a character deals with a problem, such as *The Best Bad Thing* by Yoshiko Uchida or *Shiloh* by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.
- 5.5.4 Write persuasive letters or compositions that:
 - state a clear position in support of a proposal.
 - support a position with relevant evidence and effective emotional appeals.
 - follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
 - address reader concerns.

Example: Interview several students in lower grades and take notes regarding changes they would like to see made to the school's playground. Compile these opinions to write a persuasive article for the school newspaper.



5.5.5 Use varied word choices to make writing interesting.

Example: Write stories, reports, and letters showing a variety of word choices: use *inquired* or *requested* instead of *asked*.

5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.

Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.

5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.

5

Research Application

5.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
- demonstrates that information that has been gathered has been summarized.
- organizes information by categorizing and sequencing.

Example: After completing library or Internet research, write a research report about the life cycle of a butterfly or about the different uses of a telescope, microscope, and camera.

Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Sentence Structure

5.6.1 Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, the team from Newport*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).

- *We began our canoe trip on the White River (prepositional phrase) when it stopped raining (subordinate clause).*
- *Famous for their first flight at Kitty Hawk (appositive), the Wright brothers are legendary in aviation (main clause).*

5.6.2 Use transitions (*however, therefore, on the other hand*) and conjunctions (*and, or, but*) to connect ideas.

5.6.8 Use simple sentences (*Dr. Vincent Stone is my dentist.*) and compound sentences (*His assistant cleans my teeth, and Dr. Stone checks for cavities.*) in writing.

Grammar

5.6.3 Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (*lie/lay, sit/set, rise/raise*).



- 5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (he/his, she/her, they/their, it/its).
- Correct: *On the walls there are many pictures of people who have visited the restaurant.*
 - Incorrect: *There are many pictures of people who have visited the restaurant on the walls.*
 - Correct: *Jenny and Kate finished their game.*
 - Incorrect: *Jenny and Kate finished her game.*

Punctuation

- 5.6.5 Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (*Do the project in this order: cut, paste, fold.*); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (*Time is short; however, we will still get the job done.*).

Capitalization

- 5.6.6 Use correct capitalization.

Spelling

- 5.6.7 Spell roots or bases of words, prefixes (*understood/misunderstood, excused/unexcused*), suffixes (*final/finally, mean/meanness*), contractions (*will not/won't, it is/it's, they would/they'd*), and syllable constructions (*in•for•ma•tion, mol•e•cule*) correctly.

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 5.7.1 Ask questions that seek information not already discussed.
- 5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- 5.7.3 Make inferences or draw conclusions based on an oral report.
- 5.7.12 Give precise directions and instructions.



Organization and Delivery of Oral Communication

- 5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.
- 5.7.5 Clarify and support spoken ideas with evidence and examples.
- 5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.
- 5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

Analysis and Evaluation of Oral and Media Communications

5

- 5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.
- 5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.
- 5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Speaking Applications

- 5.7.9 Deliver narrative (story) presentations that:
 - establish a situation, plot, point of view, and setting with descriptive words and phrases.
 - show, rather than tell, the listener what happens.
- 5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- 5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means:
 - frame questions to direct the investigation.
 - establish a controlling idea or topic.
 - develop the topic with simple facts, details, examples, and explanations.
- 5.7.11 Deliver oral responses to literature that:
 - summarize important events and details.
 - demonstrate an understanding of several ideas or images communicated by the literary work.
 - use examples from the work to support conclusions.



*During the sixth-grade year, students apply skills they learned in earlier grades to make sense of longer, more challenging texts. They identify ways in which authors try to influence readers and find evidence in the text to support ideas. They identify and interpret figurative language and words with multiple meanings. They begin to recognize the origins and meanings of frequently used foreign words in English, such as *enchilada* (Spanish), *lasagna* (Italian), and *delicatessen* (German). They read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to read autobiographies. They do critiques of both informational and literary writing. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views.*

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

9

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Decoding and Word Recognition

- 6.1.1 Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.

Vocabulary and Concept Development

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use *like* or *as*, and metaphors, implied comparisons) and words with multiple meanings.
- Example:** Understand the different meanings of the word *primary* when used in sentences, such as the following: *Tom is a student at the local primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election.* Understand descriptive metaphors, such as *The city lay under a blanket of fog.*
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- Example:** Understand foreign words that are often used in English, such as *enchilada* (Spanish), *lasagna* (Italian), and *delicatessen* (German).
- 6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.
- 6.1.5 Understand and explain slight differences in meaning in related words.
- Example:** Explain the difference when someone is described as speaking *softly* and when someone is described as speaking *quietly*.



READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.

Structural Features of Informational and Technical Materials

- 6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.

Example: Do a keyword search on the Internet to find information for a research report. Use the section headers for a newspaper to locate information for a report on current world events.

- 6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.

Example: Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.

Example: Read about another culture in a magazine such as *Cricket* or *National Geographic*. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources.

- 6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

Example: Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. Read an informational book and summarize the main ideas.

- 6.2.5 Follow multiple-step instructions for preparing applications.

Example: Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, YMCA or YWCA, or another extra-curricular organization.

Expository (Informational) Critique

- 6.2.6 Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.

Example: In reading *Amelia Earhart: Courage in the Sky* by Mona Kerby or *Charles Lindbergh and The Spirit of St. Louis* by Zachary Kent, note the author's opinions and conclusions. Decide if they are adequately supported by the facts that the author presents.

- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.

Example: Describe Leonardo da Vinci's greatest achievements, after reading *Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* by Francesca Romei.



- 6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.
- Example:** After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.
- 6.2.9 Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).

Standard 3

READING: Comprehension and Analysis of Literary Text

9

Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

- 6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.
- Example:** Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.

Analysis of Grade-Level-Appropriate Literary Text

- 6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.
- Example:** Analyze how a character's qualities impact the plot's resolution of conflict, such as in *Journey to the Center of the Earth* by Jules Verne, when the character Professor Lidenbrock deals with a psychological as well as physical quest as he faces the unknown.
- 6.3.3 Analyze the influence of the setting on the problem and its resolution.
- Example:** Recognize the influence of the settings in a book, such as the role of the North and South in the book *The Watsons Go to Birmingham — 1963* by Christopher Paul Curtis, in which an African-American family from Michigan goes to visit relatives in Alabama in the summer of 1963.
- 6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as *wild and woolly* or *threatening throngs*), and rhyme.
- Example:** Describe the features of a poem, such as "Mother to Son" by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language.



- 6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration.
- Example: Read books such as *Bearstone* by Will Hobbs or *The Prince and the Pauper* by Mark Twain to compare the perspective of a first-person versus a third-person narrator.
- 6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
- Example: Analyze the way a theme is developed throughout a book, such as the theme of loyalty as exhibited by the trio of characters in *The Three Musketeers* by Alexander Dumas.
- 6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.
- Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace
 - Imagery: the use of language to create vivid pictures in the reader’s mind
 - Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.
- 6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.

Literary Criticism

- 6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.
- Example: Read myths such as *Jason and the Argonauts* and discuss the believability of the characters and plots as compared to realistic fiction.

Standard 4

WRITING: Processes and Features

Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

- 6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 6.4.2 Choose the form of writing that best suits the intended purpose.
- 6.4.3 Write informational pieces of several paragraphs that:
- engage the interest of the reader.
 - state a clear purpose.
 - develop the topic with supporting details and precise language.
 - conclude with a detailed summary linked to the purpose of the composition.



- 6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.

Research Process and Technology

- 6.4.5 Use note-taking skills when completing research for writing.
- 6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.
- 6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.

Evaluation and Revision

- 6.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

Standard 5

WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

- 6.5.1 Write narratives that:
- establish and develop a plot and setting and present a point of view that is appropriate to the stories.
 - include sensory details and clear language to develop plot and character.
 - use a range of narrative devices, such as dialogue or suspense.

Example: Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view.



6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:

- state the thesis (position on the topic) or purpose.
- explain the situation.
- organize the composition clearly.
- offer evidence to support arguments and conclusions.

Example: Write successive drafts of a one- or two-page newspaper article about summer sports camps, including details to support the main topic and allow the reader to compare and contrast the different camps described.

6.5.4 Write responses to literature that:

- develop an interpretation that shows careful reading, understanding, and insight.
- organize the interpretation around several clear ideas.
- support statements with evidence from the text.

Example: After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.

6.5.5 Write persuasive compositions that:

- state a clear position on a proposition or proposal.
- support the position with organized and relevant evidence and effective emotional appeals.
- anticipate and address reader concerns and counterarguments.

Example: Write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Create an advertisement for a product to try to convince readers to buy the product.

6.5.6 Use varied word choices to make writing interesting.

Example: Write stories, reports, and letters showing a variety of word choices. (Use *delicious* instead of *good*, *overcoat* or *parka* instead of *coat*.)

6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.

Example: Write a review of a favorite book or film for a classroom writers' workshop. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film.

6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details.

Research Application

6.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
- demonstrates that information that has been gathered has been summarized.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: After completing library or Internet research, present an oral report to the class on the development and achievements of the Roman Republic or the rise and expansion of the Roman Empire. Include how the accomplishments and language of the Romans still affect us today.



Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Sentence Structure

- 6.6.1 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.
- 6.6.6 Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, the team from Newport*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).
- *We began our canoe trip on the White River* (prepositional phrase) *when it stopped raining* (subordinate clause).
 - *Famous for their first flight at Kitty Hawk* (appositive), *the Wright brothers are legendary in aviation* (main clause).

Grammar

- 6.6.2 Identify and properly use indefinite pronouns (*all, another, both, each, either, few, many, none, one, other, several, some*), present perfect (*have been, has been*), past perfect (*had been*), and future perfect verb tenses (*shall have been*); ensure that verbs agree with compound subjects.
- Indefinite pronouns: *Each* should do his or her work.
 - Indefinite pronouns: *Many* were absent today.
 - Correct verb agreement: *Todd and Amanda were* chosen to star in the play.
 - Incorrect verb agreement: *Todd and Amanda was* chosen to star in the play.

Punctuation

- 6.6.3 Use colons after the salutation (greeting) in business letters (*Dear Sir:*), semicolons to connect main clauses (*The girl went to school; her brother stayed home.*), and commas before the conjunction in compound sentences (*We worked all day, but we didn't complete the project.*).

Capitalization

- 6.6.4 Use correct capitalization.

Spelling

- 6.6.5 Spell correctly frequently misspelled words (*their/they're/there, loose/lose/loss, choose/chose, through/threw*).



LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 6
- 6.7.1 Relate the speaker’s verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).
 - 6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.
 - 6.7.3 Restate and carry out multiple-step oral instructions and directions.
 - 6.7.15 Ask questions that seek information not already discussed.

Organization and Delivery of Oral Communication

- 6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.
- 6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.
- 6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.
- 6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications

- 6.7.8 Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*), for intent and effect.
- 6.7.9 Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information.
- 6.7.16 Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.

Speaking Applications

- 6.7.10 Deliver narrative presentations that:
 - establish a context, plot, and point of view.
 - include sensory details and specific language to develop the plot and character.
 - use a range of narrative (story) devices, including dialogue, tension, or suspense.



- 6.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- 6.7.11 Deliver informative presentations that:
- pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
 - develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.
- 6.7.12 Deliver oral responses to literature that:
- develop an interpretation that shows careful reading, understanding, and insight.
 - organize the presentation around several clear ideas, premises, or images.
 - develop and justify the interpretation through the use of examples from the text.
- 6.7.13 Deliver persuasive presentations that:
- provide a clear statement of the position.
 - include relevant evidence.
 - offer a logical sequence of information.
 - engage the listener and try to gain acceptance of the proposition or proposal.
- 6.7.14 Deliver presentations on problems and solutions that:
- theorize on the causes and effects of each problem.
 - establish connections between the defined problem and at least one solution.
 - offer persuasive evidence to support the definition of the problem and the proposed solutions.



NOTES

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English/Language Arts



During the seventh-grade year, students develop advanced skills in reading and writing. They identify and understand idioms and comparisons, such as analogies and metaphors, in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to identify their own areas of reading interest. They begin to read reviews, as well as critiques of both informational and literary writing. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 7.1.1 Identify and understand idioms and comparisons — such as analogies, metaphors, and similes — in prose and poetry.
- Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*
 - Analogies: comparisons of the similar aspects of two different things
 - Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky.*
 - Similes: comparisons that use “like” or “as,” such as *The stars were like a million diamonds in the sky.*
- 7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).
- Example: Analyze the roots, prefixes, and suffixes to understand words, such as *microscope*, *microphone*, and *microbe*.
- 7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
- Example: Use the text to clarify the meaning of the word *pickle* in the sentence *Apply the pickle, an acid solution, to the metal surface.*



READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.

Structural Features of Informational and Technical Materials

- 7
- 7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).
 - 7.2.2 Locate information by using a variety of consumer and public documents.
Example: Choose a radio or watch to purchase, based on a *Consumer Reports* review of different radios or watches. Then, compare advertisements from different stores to decide which store is offering the best price.
 - 7.2.3 Analyze text that uses the cause-and-effect organizational pattern.
Example: Use a comparison chart, such as a T-chart, to illustrate causes and effects.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 7.2.4 Identify and trace the development of an author’s argument, point of view, or perspective in text.
Example: Read articles on a current world event or topic in such magazines as *Time* and *Newsweek*. Compare and contrast how writers from their respective publications develop an editorial position on the same event. Read articles and biographies about a cultural or historical figure who demonstrated world influence (such as *Mother Teresa: A Complete Authorized Biography* by Kathryn Spink about the Albanian nun’s mission work in India, or *Mozart: A Cultural Biography* by Robert W. Gutman about the Austrian composer) and identify the author’s prevailing point of view of his or her biographical subject.
- 7.2.5 Understand and explain the use of a simple mechanical device by following directions in a technical manual.
Example: Follow the directions for setting a digital watch or clock.
- 7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.
- 7.2.8 Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.
- 7.2.9 Identify problems with an author’s figures of speech and faulty logic or reasoning.



Expository (Informational) Critique

- 7.2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Example: React to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. Evaluate the accuracy and appropriateness of the evidence presented in a book, such as *Lives of the Writers* by Kathleen Krull.

- 7.2.10 Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.

Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

- 7.3.1 Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.

Example: Describe a short story as a piece of prose fiction usually under 10,000 words and provide an example, such as "The Night the Bed Fell" by James Thurber. Describe a novel as a prose narrative of considerable length and provide an example, such as *The Westing Game* by Ellen Raskin. Describe a novella as a short novel and provide an example, such as Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*. Describe an essay as a short piece of writing on one subject or theme and provide an example, such as E.B. White's "Farewell to Model T."

Analysis of Grade-Level-Appropriate Literary Text

- 7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

Example: While reading the short story "Charles" by Shirley Jackson, recognize the foreshadowing of events to come as the behavior of the character Charles begins to change.

- 7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Example: Describe the main character, a Chinese emperor, in Ray Bradbury's short story "The Flying Machine" and other characters' reactions as they fail to understand the miracle of one of his subject's new flying invention. Use examples of their thoughts, words, and actions to support the description.



- 7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.

Example: Analyze the theme of overcoming obstacles that is present in the novel *Captains Courageous* by Rudyard Kipling.

- 7.3.5 Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in a literary text and explain how they affect the overall theme of the work.

- First person: the narrator tells the story from the “I” perspective.
- Third person: the narrator tells the story from an outside perspective.
- Limited narration: the narrator does not know all thoughts of all characters.
- Omniscient narration: the narrator knows all thoughts of all characters.
- Subjective: the point of view involves a personal perspective.
- Objective: the point of view is from a distanced, informational perspective, as in a news report.

Example: Understand that the point from which the writer has chosen to tell a story affects the impact of the story on the reader. Discuss how the point of view of a book read in class affects the theme of the book, and explain how this might have been changed had the story been told from the point of view of another character or from an all-knowing narrator.

- 7.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.

- Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
- Imagery: the use of language to create vivid pictures in the reader’s mind.
- Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

- 7.3.8 Analyze the influence of the setting on the problem and its resolution.

- 7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

Literary Criticism

- 7.3.6 Compare reviews of literary works and determine what influenced the reviewer.

Example: Compare multiple reviews of the same book, such as *The Yearling* by Marjorie Kinnan Rawlings, *Souder* by William Armstrong, *The Monsters Are Due on Maple Street* by Rod Serling, or *And Then There Were None* by Agatha Christie. Decide what, in each book, seemed to influence the reviewer.



Standard 4

WRITING: Processes and Features

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

- 7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.
- 7.4.4 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.

Research Process and Technology

- 7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.
- 7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

- 7.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.



WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 7, students continue to write narrative, expository (informational), persuasive, and descriptive texts (research reports of 500 to 800 words or more). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials.

The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

- 7.5.1 Write biographical or autobiographical compositions that:
- develop a standard plot line — including a beginning, conflict, rising action, climax, and denouement (resolution) — and point of view.
 - develop complex major and minor characters and a definite setting.
 - use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.

Example: Write successive drafts of a two- or three-page humorous story about *Something Fishy Is Cooking in the Kitchen*, including an engaging opening; dialogue between characters; and descriptive details about the setting, plot, and characters.

- 7.5.2 Write responses to literature that:
- develop interpretations that show careful reading, understanding, and insight.
 - organize interpretations around several clear ideas, premises, or images from the literary work.
 - support statements with evidence from the text.

Example: After reading Mark Twain’s *Adventures of Tom Sawyer* and Theodore Taylor’s *The Cay*, write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialects) and analyzing how this enhances or detracts from the book overall.

- 7.5.4 Write persuasive compositions that:
- state a clear position or perspective in support of a proposition or proposal.
 - describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.
 - anticipate and address reader concerns and counterarguments.

Example: In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).



7.5.5 Write summaries of reading materials that:

- include the main ideas and most significant details.
- use the student's own words, except for quotations.
- reflect underlying meaning, not just the superficial details.

Example: To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.

7.5.6 Use varied word choices to make writing interesting and more precise.

Example: Write stories, reports, and letters using a variety of word choices. (Use *conversed* or *conferred* instead of *talked*.)

7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills. Use words and phrases that demonstrate a serious interest in what the speaker would have to say.

Research Application

7.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
- demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: After completing library or Internet research, write a report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources. Prepare an oral report on a man or woman who contributed significantly to science and technology, such as Marie Curie (chemistry and medicine), Alexander Graham Bell (telephone), Thomas Edison (electricity), Nikola Tesla (electrical engineering), or Rosalyn Yalow (medicine).



WRITING: English Language Conventions

Students write using Standard English conventions appropriate to the grade level.

Sentence Structure

- 7.6.1 Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.
- Clear: *She left the book, which she bought at the bookstore, on the table.*
 - Unclear: *She left the book on the table, which she bought at the bookstore.*
 - Active voice: *The man called the dog.*
 - Passive voice: *The dog was called by the man.*
- 7.6.10 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.

7

Grammar

- 7.6.2 Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing*, *-d*, *-ed*, *-n*, *-en*, or *-t* to the base form of the verb, such as *dreaming*, *chosen*, *built*, and *grown*).
- 7.6.3 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.
- Clear: *Chris said to Jacob, “You will become a great musician.”*
 - Confusing: *Chris told Jacob that he would become a great musician.*
- 7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.
- 7.6.5 Demonstrate appropriate English usage (such as pronoun reference).

Punctuation

- 7.6.6 Identify and correctly use hyphens (—), dashes (—), brackets ([]), and semicolons (;).
- 7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.

Capitalization

- 7.6.8 Use correct capitalization.

Spelling

- 7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).



Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 7.7.1 Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.
- 7.7.2 Determine the speaker's attitude toward the subject.

Organization and Delivery of Oral Communication

- 7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.
- 7.7.5 Use speaking techniques — including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact — for effective presentations.

Analysis and Evaluation of Oral and Media Communications

- 7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- 7.7.7 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.

Speaking Applications

- 7.7.8 Deliver narrative presentations that:
 - establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view.
 - describe major and minor characters and a definite setting.
 - use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.
- 7.7.12 Deliver descriptive presentations that:
 - establish a clear point of view on the subject of the presentation.
 - establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
 - contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.



- 7.7.9 Deliver oral summaries of articles and books that:
- include the main ideas and the most significant details.
 - state ideas in own words, except for when quoted directly from sources.
 - demonstrate a complete understanding of sources, not just superficial details.
- 7.7.10 Deliver research presentations that:
- pose relevant and concise questions about the topic.
 - provide accurate information on the topic.
 - include evidence generated through the formal research process, including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries.
 - cite reference sources appropriately.
- 7.7.11 Deliver persuasive presentations that:
- state a clear position in support of an argument or proposal.
 - describe the points in support of the proposal and include supporting evidence.



During the eighth-grade year, students begin to look forward to high school. Grade 8 standards get students ready for the challenges and transition to come. Students begin to study the history and the development of English vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to compare and contrast the different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They not only write or deliver research reports but also conduct their own research. They use the conventions of Standard English correctly. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

8

Vocabulary and Concept Development

- 8.1.1 Analyze idioms and comparisons — such as analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases.
- Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*
 - Analogies: comparisons of the similar aspects of two different things
 - Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky.*
 - Similes: comparisons that use *like* or *as*, such as *The stars were like a million diamonds in the sky.*
- 8.1.2 Understand the influence of historical events on English word meaning and vocabulary expansion.
- Example:** Recognize how the early influences of Spanish explorers in North America expanded American English vocabulary, adding words such as *tornado*, *tomato*, and *patio*.
- 8.1.3 Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.
- Example:** Understand the meaning of *pickle* in a sentence, such as *The pickle was an important part of metal working.* Use a dictionary to help clarify the use of the word *pickle* in this context.



READING: Comprehension and Analysis of Nonfiction and Informational Text

*Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 8, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.*

Structural Features of Informational and Technical Materials

- 8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents.

Example: Compare examples of a variety of instructional or technical manuals, such as those for a computer, hair appliance, camera, or electronic game, brought to class by different students. Describe what features make certain instructions easier than others to understand and follow.

- 8.2.2 Analyze text that uses proposition (statement of argument) and support patterns.

Example: Read and analyze the organization of the “pro” and the “con” editorials on a topic of interest in *USA Today*. In each, decide if the argument is simply and clearly stated. Decide if there are at least three major points in support of the argument, with the strongest argument given first.

- 8.2.7 Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents).

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 8.2.3 Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.

Example: Read articles or biographies about cultural or historical figures with Indiana connections such as Supreme Court Justice Sherman Minton or leaders in the Underground Railroad movement Levi and Catharine Coffin. Compare the amount of or types of coverage such figures received.

- 8.2.4 Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.

Example: After writing summaries or creating graphic organizers on an informational text read for class, exchange the summary or organizer with another student. Evaluate this classmate’s summary, based on how well the student describes the most important elements of the text.

- 8.2.5 Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.

Example: Decide which is the most practical and economical wireless telephone to purchase by reading articles, brochures, Web pages, and other consumer sources, such as *Consumer Reports*.

- 8.2.8 Understand and explain the use of simple equipment by following directions in a technical manual.

- 8.2.9 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.



Expository (Informational) Critique

- 8.2.6 Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text.

Example: Read *The Brooklyn Bridge: They Said It Couldn't Be Built* by Judith St. George and evaluate the techniques and the effectiveness of the development of the main idea of the book.

Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 8, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.

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Structural Features of Literature

- 8.3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).

- Ballad: a poem that tells a story
- Lyric: words set to music
- Couplet: two successive lines of verse that rhyme
- Epic: a long poem that describes heroic deeds or adventures
- Elegy: a mournful poem for the dead
- Ode: a poem of praise
- Sonnet: a rhymed poem of 14 lines

Example: Describe the different forms of poetry. Compare poems such as John Ciardi's "Elegy for Jog," Pablo Neruda's "Odes to Common Things," and Edgar Allan Poe's sonnet "To Science."

Analysis of Grade-Level-Appropriate Literary Text

- 8.3.2 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.

Example: Read a book, such as *Holes* by Louis Sachar, and discuss how the plot is developed, including the climax and its resolution and how different subplots are incorporated into the story.

- 8.3.3 Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.

Example: Compare literary works that deal with the theme of the impact of war, both on those who fight in the battles and those who remain at home. Works could include Walt Whitman's poem "Drum-Taps" from the Civil War period, John Hersey's novel *A Bell for Adano* from World War II, or Graham Greene's novel *The Quiet American*, set in Vietnam at the beginning of the Vietnam conflict.



8.3.4 Analyze the importance of the setting to the mood, tone, and meaning of the text.

Example: Discuss the importance of the setting, including the place, the time period, and the customs, to books, such as *Friendly Persuasion* by Jessamyn West or *Stranded* by Ben Mikaelson.

8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.

Example: Explore the theme that heroism demands unusual courage and risk-taking. Read classic myths found in Alice Low's *The MacMillan Book of Greek Gods and Myths* or dramatic literature such as Rod Serling's television play *Requiem for a Heavyweight* to identify what both real and imaginary heroes have done.

8.3.6 Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work.

- **Metaphor:** an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.
- **Symbolism:** the use of an object to represent something else; for example, a dove might symbolize peace.
- **Dialect:** the vocabulary, grammar, and pronunciation used by people in different regions.
- **Irony:** the use of words to express the opposite of the literal meaning of the words, often to be humorous.

Example: Read several short stories by Mark Twain and discuss his use of dialect in his stories. Watch Alan Jay Lerner and Frederick Loewe's musical *My Fair Lady*, an adaptation of Bernard Shaw's *Pygmalion*, and discuss how the musical presents dialect and how this dialect is important to the conflict in the story.

8.3.8 Contrast points of view — such as first person, third person, third person limited and third person omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work.

- **First person:** the narrator tells the story from the “I” perspective.
- **Third person:** the narrator tells the story from an outside perspective.
- **Limited narration:** the narrator does not know all thoughts of all characters.
- **Omniscient narration:** the narrator knows all thoughts of all characters.
- **Subjective:** the point of view involves a personal perspective.
- **Objective:** the point of view is from a distanced, informational perspective, as in a news report.

8.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

Literary Criticism

8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

Example: Read books by Charles Major such as *The Bears of Blue River* or *Uncle Tom Andy Bill* to analyze how he incorporates his understanding of frontier Indiana attitudes.



Standard 4

WRITING: Processes and Features

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

- 8.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.
- 8.4.3 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.
- 8.4.10 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

Research Process and Technology

- 8.4.4 Plan and conduct multiple-step information searches using computer networks.
- 8.4.5 Achieve an effective balance between researched information and original ideas.
- 8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

- 8.4.7 Review, evaluate, and revise writing for meaning and clarity.
- 8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.



WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 8, students continue to write narrative, expository (informational), persuasive, and descriptive essays (research reports of 700 to 1,000 words or more). Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 8 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

8.5.1 Write biographies, autobiographies, and short stories that:

- tell about an incident, event, or situation, using well-chosen details.
- reveal the significance of, or the writer's attitude about, the subject.
- use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

Example: Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective.

8.5.2 Write responses to literature that:

- demonstrate careful reading and insight into interpretations.
- connect response to the writer's techniques and to specific textual references.
- make supported inferences about the effects of a literary work on its audience.
- support statements with evidence from the text.

Example: After reading *The Giver* by Lois Lowry, write a final chapter to the book, describing what happens to the main character after the point where Lowry ends the book. Then, plan a class presentation explaining the new ending and how it is supported by the rest of the book.

8.5.4 Write persuasive compositions that:

- include a well-defined thesis that makes a clear and knowledgeable appeal.
- present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals.
- provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

Example: Using the research completed on public transportation, write a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.

8.5.5 Write technical documents that:

- identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.
- include all the factors and variables that need to be considered.
- use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension.

Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions. Describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. Add graphics and text design to make the content clearer and easier to follow.



8.5.6 Write using precise word choices to make writing interesting and exact.

Example: Write stories, reports, articles, and letters using a variety of word choices. (Use *adequately* instead of *enough*. Use *encyclopedia* or *mystery novel* instead of *book*.)

8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

Example: Write a letter to the editor in response to an opinion column in your school or community newspaper.

Research Application

8.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
- demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: Research the topic of the benefits and drawbacks of public transportation. Conduct research to learn why some experts argue that we should use more public transportation. Survey parents and friends to find out how often they use public transportation for school, business, or pleasure travel. Summarize the findings and write a report on the pros and cons of public transportation.





WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Sentence Structure

- 8.6.1 Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.
- 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.
 - Correct: *Students having difficulty and needing help should stay after class.*
 - Incorrect: *Students having difficulty and who need help should stay after class.*
- 8.6.3 Use subordination, coordination, noun phrases that function as adjectives (*These gestures — acts of friendship — were noticed but not appreciated.*), and other devices to indicate clearly the relationship between ideas.

Grammar



- 8.6.4 Edit written manuscripts to ensure that correct grammar is used.
- 8.6.8 Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing*, *-d*, *-ed*, *-n*, *-en*, or *-t* to the base form of the verb, such as *dreaming*, *chosen*, *built*, and *grown*).

Punctuation

- 8.6.5 Use correct punctuation.

Capitalization

- 8.6.6 Use correct capitalization.

Spelling

- 8.6.7 Use correct spelling conventions.



Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 8.7.1 Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Organization and Delivery of Oral Communication

- 8.7.2 Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.
- 8.7.3 Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 8.7.4 Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (*I recommend that you write drafts.*) rather than the passive voice (*The writing of drafts is recommended.*) in ways that enliven oral presentations.
- 8.7.5 Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.
- 8.7.6 Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning.

Analysis and Evaluation of Oral and Media Communications

- 8.7.7 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- 8.7.8 Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.
- 8.7.9 Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.



Speaking Applications

- 8.7.10 Deliver narrative presentations, such as biographical or autobiographical information that:
- relate a clear incident, event, or situation, using well-chosen details.
 - reveal the significance of the incident, event, or situation.
 - use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.
- 8.7.15 Deliver descriptive presentations that:
- establish a clear point of view on the subject of the presentation.
 - establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
 - contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.
- 8.7.11 Deliver oral responses to literature that:
- interpret a reading and provide insight.
 - connect personal responses to the writer's techniques and to specific textual references.
 - make supported inferences about the effects of a literary work on its audience.
 - support judgments through references to the text, other works, other authors, or personal knowledge.
- 8.7.12 Deliver research presentations that:
- define a thesis (a position on the topic).
 - research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic.
 - use a variety of research sources and distinguish the nature and value of each.
 - present information on charts, maps, and graphs.
- 8.7.13 Deliver persuasive presentations that:
- include a well-defined thesis (position on the topic).
 - differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.
 - anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements.
 - maintain a reasonable tone.
- 8.7.14 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.



During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study the important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

- 9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.
Example: Understand figurative language when reading text, such as *She shot me a glance that would have made a laser beam seem like a birthday candle.* (Larry Servais)
- 9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.
Example: Analyze both the literal and the implied meaning of phrases when reading text, such as *We had a permissive father. He permitted us to work.* (Sam Levinson)
- 9.1.3 Use knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words.
Example: Use the story of Midas to understand the phrase *the Midas touch*. Use the story of the *Iliad* and Achilles to understand the phrase Achilles' heel.



READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

Structural Features of Informational and Technical Materials

- 9.2.1
- Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Example: After collecting samples of several different applications for employment from different area employers, evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.
- 9.2.2
- Prepare a bibliography of reference materials for a report using a variety of public documents, such as consumer, government, workplace and others.

Example: Prepare a bibliography citing a wide variety of consumer, workplace, and public documents for a report on labor laws for children or for a report on the history and future of American innovation and invention.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 9.2.3
- Generate relevant questions about readings on issues or topics that can be researched.

Example: Read about some of the different cultures described in *African Beginnings* by James Haskins, Kathleen Benson, and Floyd Cooper. Generate researchable questions about how and why the cultures developed as differently as they did.
- 9.2.4
- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Example: Read three or more nonfiction texts about black holes: *Black Holes* by Heather Couper et al.; *Black Holes* by Jean-Pierre Luminet et al.; articles identified using the *Reader's Guide to Periodical Literature*; or an online database of articles. Take notes that describe black holes and identify quotes that can be used in writing a paper that cites the sources.
- 9.2.5
- Demonstrate use of technology by following directions in technical manuals.

Example: Locate and follow the directions embedded in word processing help menus for formatting text paragraphs, such as hanging indents.
- 9.2.8
- Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.



Expository (Informational) Critique

- 9.2.6 Critique the logic of functional documents (such as an appeal to tradition or an appeal to force) by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Example: Evaluate a document that gives a set of expectations and rules for behavior. This could be a school's code of ethics, an extracurricular organization's constitution and bylaws, or it could be a set of local, state, or federal laws. Evaluate the way the document is written and whether the expectations for readers are clear.

- 9.2.7 Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.

Example: Analyze the language and images used in print advertisements or electronic media and evaluate how the advertisement is written and designed to convince a potential customer to use a product.

Standard 3

READING: Comprehension and Analysis of Literary Text

6

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

- 9.3.1 Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

Example: Compare plays with similar themes, such as the theme of prejudice in *Twelve Angry Men* by Reginald Rose and *The King and I* by Richard Rodgers and Oscar Hammerstein II.

- 9.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

Example: Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature (such as John Greenleaf Whittier's "Snowbound"), a novel in which elements of nature play a large role (such as *My Antonia* by Willa Cather), or a play (such as Shakespeare's *The Tempest*).



Analysis of Grade-Level-Appropriate Literary Text

- 9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

Example: Discuss the development of the different characters in Charles Dickens' *Great Expectations*.

- 9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

Example: Read works, such as *The Secret Diary of Adrian Mole, Aged 13¾* by Sue Townsend or *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.

- 9.3.5 Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Example: Analyze and compare selections from Russell Baker's *Growing Up*, Ed McClanahan's *Natural Man*, and Reynolds Price's *Long and Happy Life* as variations on a theme.

- 9.3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Example: Discuss how Tennessee Williams uses shifts between narration and "in-scene" characters to tell the story in his play *The Glass Menagerie*.

- 9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Example: Analyze and compare figurative language in *The Odyssey*.

- 9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

Example: After reading *The Bridge of San Luis Rey* by Thornton Wilder or "The Monkey's Paw" by W.W. Jacobs or "The Necklace" by Guy de Maupassant, discuss the ironies revealed by the story.

- 9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Example: Read *To Kill a Mockingbird* by Harper Lee and discuss the impact of Scout's narration as the story unfolds.

- 9.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

- Dialogue: a conversation between two characters
- Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud
- Asides: words spoken by characters directly to the audience
- Character foils: characters who are used as contrasts to another character
- Stage designs: directions and drawings for the setting of a play

Example: Define different dramatic literary terms in Shakespeare's *Romeo and Juliet*. Describe the function that these devices play to expound on plot, advance the action of the story, and reveal additional information about the characters.



Literary Criticism

- 9.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.
- Example: Read one of the stories by Edgar Allan Poe, such as “The Cask of Amontillado,” to understand how Poe creates a sense of eerie foreboding.
- 9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
- Example: Read selections that are connected to a certain period in history, such as “The Legend of Sleepy Hollow” by Washington Irving and *Our Town* by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author’s perspective on the period.
- 9.3.13 Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

Standard 4

WRITING: Processes and Features

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

6

Organization and Focus

- 9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.
- 9.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

Research Process and Technology

- 9.4.4 Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.
- 9.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- 9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- 9.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.



- 9.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.
- 9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- 9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.
- 9.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.
- 9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.

Standard 5

WRITING: Applications



(Different Types of Writing and Their Characteristics)

At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 9 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

- 9.5.1 Write biographical or autobiographical narratives or short stories that:
- describe a sequence of events and communicate the significance of the events to the audience.
 - locate scenes and incidents in specific places.
 - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.
 - pace the presentation of actions to accommodate changes in time and mood.

Example: Write a personal narrative showing an audience the story of a particular object of significance in one's life.



9.5.2 Write responses to literature that:

- demonstrate a comprehensive grasp of the significant ideas of literary works.
- support statements with evidence from the text.
- demonstrate an awareness of the author's style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

Example: Write a description of the characters of Jem and Scout Finch in Harper Lee's *To Kill a Mockingbird* from the viewpoint of another character, Boo Radley or Atticus Finch. Write a comparison of different characters in a book, such as *Great Expectations* by Charles Dickens, explaining how they are alike and different and how each serves to move the plot of the novel forward.

9.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:

- gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
- communicate information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
- include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
- anticipate and address readers' potential misunderstandings, biases, and expectations.
- use technical terms and notations accurately.

9.5.4 Write persuasive compositions that:

- organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
- use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- address readers' concerns, counterclaims, biases, and expectations.

Example: Write a letter to the principal or the president of the school board to persuade that person to support your views on some educational policy that has been adopted by the local school district, such as a dress code policy, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities.

9.5.5 Write documents related to career development, including simple business letters and job applications that:

- present information purposefully and in brief to meet the needs of the intended audience.
- follow a conventional business letter, memorandum, or application format.

Example: Write a letter requesting an informational interview with a person in a career area that you would like to know more about. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.

9.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:

- report information and express ideas logically and correctly.
- offer detailed and accurate specifications.
- include scenarios, definitions, and examples to aid comprehension.
- anticipate readers' problems, mistakes, and misunderstandings.

Example: Write a code of student ethics that outlines the rules of behavior for people in your school. Organize the document clearly, using headers and a table of contents. Include specific examples so that all students will understand what is expected of them.



9.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.

Example: Write a formal and persuasive speech using words that will convince an audience to accept your point of view.

9.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.

Research Application

9.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
- synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
- demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: Develop a research report on a specific event in history documented by the Smithsonian Institution, such as the Wright brothers' first flights on December 17, 1903. Find primary sources through the museum's Web site and then compare these to a secondary source, such as newspaper stories written after the event.

Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions.

Grammar and Mechanics of Writing

9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

9.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.

Manuscript Form

9.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

9.6.4 Apply appropriate manuscript conventions — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.



Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 9.7.1 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Organization and Delivery of Oral Communication

- 9.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), and references to authoritative sources.
- 9.7.3 Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 9.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 9.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).
- 9.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

- 9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 9.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- 9.7.9 Analyze historically significant speeches (such as Abraham Lincoln's "House Divided" speech or Winston Churchill's "We Will Never Surrender" speech) to find the rhetorical devices and features that make them memorable.
- 9.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 9.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 9.7.12 Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and the use of sweeping generalizations.



- 9.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare's *Romeo and Juliet* with Franco Zeffirelli's film version).

Speaking Applications

- 9.7.14 Deliver narrative presentations that:
- narrate a sequence of events and communicate their significance to the audience.
 - locate scenes and incidents in specific places.
 - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - time the presentation of actions to accommodate time or mood changes.
- 9.7.15 Deliver expository (informational) presentations that:
- provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - convey information and ideas from primary and secondary sources accurately and coherently.
 - make distinctions between the relative value and significance of specific data, facts, and ideas.
 - include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - anticipate and address the listeners' potential misunderstandings, biases, and expectations.
 - use technical terms and notations accurately.
- 9.7.16 Apply appropriate interviewing techniques:
- prepare and ask relevant questions.
 - make notes of responses.
 - use language that conveys maturity, sensitivity, and respect.
 - respond correctly and effectively to questions.
 - demonstrate knowledge of the subject or organization.
 - compile and report responses.
 - evaluate the effectiveness of the interview.
- 9.7.17 Deliver oral responses to literature that:
- advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
 - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - demonstrate awareness of the author's writing style and an appreciation of the effects created.
 - identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 9.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:
- structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.
 - contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).
 - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - anticipate and address the listener's concerns and counterarguments.
- 9.7.19 Deliver descriptive presentations that:
- establish a clear point of view on the subject of the presentation.
 - establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
 - contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.



During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study the important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

10.1.1 Understand technical vocabulary in subject area reading.

Example: While using a word-processing program on the computer, learn new terms and special meanings for words from the manual and online help feature: *control, enter, insert, format, font, template, page break, file, and folder.*

10.1.2 Distinguish between what words mean literally and what they imply, and interpret what words imply.

Example: Understand descriptive phrases when reading, such as *A man's feet must be planted in his country, but his eyes should survey the world* (George Santayana) or *We must be the change we wish to see in the world* (Gandhi).

10.1.3 Use the knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words (*Wednesday/Odin, Thursday/Thor*).

Example: Use the myth of Narcissus and Echo to understand the word *narcissistic*. Use the myth of Procrustus to understand the word *procrustean*.

10.1.4 Identify and use the literal and figurative meanings of words and understand origins of words.



READING: Comprehension and Analysis of Nonfiction and Informational Text

*Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 10, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.*

Structural Features of Informational and Technical Materials

- 10.2.1 Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.
- Example:** Analyze an advertisement that has been made to look like the informational newspaper or magazine text around it. Explain why the advertisement would be designed this way and evaluate its effectiveness.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 10.2.2 Extend — through original analysis, evaluation, and elaboration — ideas presented in primary or secondary sources.
- Example:** Read first-hand accounts and newspaper accounts of an historical event, such as the sinking of the Titanic, and compare them to more recent texts about the event.
- 10.2.3 Demonstrate use of sophisticated technology by following technical directions.
- Example:** Follow the directions to use a spreadsheet or database program on the computer. Follow the directions to download informational text files or articles from a Web site.
- 10.2.5 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

Expository (Informational) Critique

- 10.2.4 Evaluate an author’s argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.
- Example:** Evaluate science articles by judging the references, the author’s presentation of facts and opinions, and the date of publication. Evaluate different arguments on a legal issue, such as the legal age for getting a driver’s license.



Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 10, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

- 10.3.1 Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

Example: Analyze the features of plays, such as *I Never Sang for My Father* by Robert Anderson, *Arsenic and Old Lace* by Joseph Kesselring, *A Piano Lesson* by August Wilson, or *The Buck Private* by Luis Valdez.

- 10.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how each genre shapes the author's presentation of the theme or topic.

Example: Compare three different reactions to Lincoln's death: Walt Whitman's poem "O Captain! My Captain!" Frederick Douglass' eulogy, and the report of Lincoln's death from *The New York Times* on April 12, 1865. Analyze the differences among the genres and how the form impacts the reader's perception of the event.

Analysis of Grade-Level-Appropriate Literary Text

- 10.3.3 Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.

Example: Compare the development of the characters as they are represented in *Merlin: The Coming of Arthur* by Sir Thomas Malory, retold in a collection by David Day and *The Acts of King Arthur and His Noble Knights* by John Steinbeck.

- 10.3.4 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

Example: Read works, such as "I'm Nobody! Who Are You?" by Emily Dickinson or *In Search of Our Mothers' Gardens* by Alice Walker, and analyze the characters, citing specific examples from the text to develop this description.

- 10.3.5 Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Example: Analyze and compare selections that deal with the theme of independence developed in *The House on Mango Street* by Sandra Cisneros and *The Childhood Story of Christy Brown* (based on the film *My Left Foot*) by Christy Brown.

- 10.3.6 Evaluate an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Example: Discuss how the games the boys play in school foreshadowed the coming of the war in *A Separate Peace* by John Knowles.



- 10.3.7 Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Example: Evaluate the imagery in poetry, such as “I Wandered Lonely as a Cloud” by William Wordsworth and “Shall I Compare Thee to a Summer’s Day?” by William Shakespeare.

- 10.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.

Example: Read selections from short stories by Franz Kafka and evaluate the manner in which ambiguity and allegory function.

- 10.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Example: Read *Darkness at Noon* by Harold Krents and discuss the impact of the narration as the story unfolds.

- 10.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

- Dialogue: a conversation between two characters
- Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud
- Asides: words spoken by characters directly to the audience
- Character foils: characters who are used as contrasts to another character
- Stage designs: directions and drawings for the setting of a play

Example: Evaluate the function of different dramatic devices in Shakespeare’s *The Tragedy of Julius Caesar*.

- 10.3.13 Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.

Literary Criticism

- 10.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Example: Read *Jurassic Park* by Michael Crichton or *The Perfect Storm* by Sebastien Junger and evaluate the way the author’s style and descriptions help create a mood of tragedy and suspense.

- 10.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Example: Read a book such as *Hornblower During the Crisis* by C. S. Forester and tell how the author uses the story to convey larger themes about a period of transition in British history.



Standard 4

WRITING: Processes and Features

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- 10.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 10.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers, and the active (*I will always remember my first trip to the city*) rather than the passive voice (*My first trip to the city will always be remembered*).
- 10.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

Research Process and Technology

- 10.4.4 Use clear research questions and suitable research methods, including texts, electronic resources, and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.
- 10.4.5 Develop main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- 10.4.6 Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- 10.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 10.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.
- 10.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- 10.4.10 Review, evaluate, revise, edit, and proofread writing using an editing checklist.
- 10.4.11 Apply criteria developed by self and others to evaluate the mechanics and content of writing.
- 10.4.12 Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.



WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students compose business letters. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 10 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

10.5.1 Write biographical or autobiographical narratives or short stories that:

- describe a sequence of events and communicate the significance of the events to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

Example: After reading an example of an autobiography, such as Helen Keller's *Story of My Life*, use the structure of the autobiography to compose an autobiography of your own.

10.5.2 Write responses to literature that:

- demonstrate a comprehensive grasp of the significant ideas of literary works.
- support statements with evidence from the text.
- demonstrate awareness of the author's style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.
- extend writing by changing mood, plot, characterization, or voice.

Example: After reading a short story, such as "The No-Guitar Blues" by Gary Soto, "The Lottery" by Shirley Jackson, or "The Metamorphosis" by Franz Kafka, write responses that address each of the bulleted points.

10.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:

- gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
- communicate information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic.
- include visual aids by using technology to organize and record information on charts, maps, and graphs.
- anticipate and address readers' potential misunderstandings, biases, and expectations.
- use technical terms and notations correctly.

Example: On self-selected appropriate topics, keep an academic log that lists essential student-generated questions on the topic, information in response to each question from a variety of sources including word, pictorial, audio, and Internet resources complete with accurate citations. When each question has been researched, summarize in your own words how you would synthesize the information in order to arrive at an overall thesis on the topic. Write an essay on the thesis.



10.5.4 Write persuasive compositions that:

- organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
- use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- address readers' concerns, counterclaims, biases, and expectations.

Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.

10.5.5 Write business letters that:

- provide clear and purposeful information and address the intended audience appropriately.
- show appropriate use of vocabulary, tone, and style that takes into account the intended audience's knowledge about and interest in the topic and the nature of the audience's relationship to the writer.
- emphasize main ideas or images.
- follow a conventional style with page formats, fonts (typeface), and spacing that contribute to the documents' readability and impact.

Example: Write a letter of support or complaint in response to service that you received at a store or restaurant. Address the letter to the manager, including a clear account of the incident and requesting that he or she take appropriate action in response.

10.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:

- report information and express ideas logically and correctly.
- offer detailed and accurate specifications.
- include scenarios, definitions, and examples to aid comprehension.
- anticipate readers' problems, mistakes, and misunderstandings.

Example: Take notes while watching or listening to a physical therapist give instructions on the proper way to lift, carry, or move large objects. Incorporate these notes into a safety manual to be used in the classroom or in a job setting.

10.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.

Example: Write a sentence for use in a formal letter of complaint: *The thermostat is dangerously defective as it fails to maintain a safe temperature, and I am seeking a replacement or full refund.*

10.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.



Research Application

10.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
- synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
- demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: Write a report on the Globe Theatre, gathering information from books, such as Shakespeare's Theatre by Jacqueline Morley, videos such as "Shakespeare's Globe Theatre Restored," and Web sites by using a key word search for "Shakespeare" and "Globe Theatre." Explain why the theatre was significant in the development of Shakespeare's works.

Standard 6

10

WRITING: English Language Conventions

Students write using Standard English conventions.

Grammar and Mechanics of Writing

- 10.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
- 10.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.

Manuscript Form

- 10.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 10.6.4 Apply appropriate manuscript conventions — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.



Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 10.7.1 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Organization and Delivery of Oral Communication

- 10.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.
- 10.7.3 Recognize and use elements of classical speech forms (including the introduction, first and second transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 10.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 10.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).
- 10.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

- 10.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 10.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- 10.7.9 Analyze historically significant speeches (such as Franklin Delano Roosevelt's "Day of Infamy" speech) to find the rhetorical devices and features that make them memorable.
- 10.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 10.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 10.7.12 Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.



- 10.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them (for example, compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

Speaking Applications

- 10.7.14 Deliver narrative presentations that:
- narrate a sequence of events and communicate their significance to the audience.
 - locate scenes and incidents in specific places.
 - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - time the presentation of actions to accommodate time or mood changes.
- 10.7.15 Deliver expository (informational) presentations that:
- provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - convey information and ideas from primary and secondary sources accurately and coherently.
 - make distinctions between the relative value and significance of specific data, facts, and ideas.
 - include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - anticipate and address the listeners' potential misunderstandings, biases, and expectations.
 - use technical terms and notations correctly.
- 10.7.16 Apply appropriate interviewing techniques:
- prepare and ask relevant questions.
 - make notes of responses.
 - use language that conveys maturity, sensitivity, and respect.
 - respond correctly and effectively to questions.
 - demonstrate knowledge of the subject or organization.
 - compile and report responses.
 - evaluate the effectiveness of the interview.
- 10.7.17 Deliver oral responses to literature that:
- advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
 - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - demonstrate awareness of the author's writing style and an appreciation of the effects created.
 - identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 10.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:
- structure ideas and arguments in a coherent, logical fashion using inductive or deductive arguments.
 - contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).
 - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - anticipate and address the listeners' concerns and counterarguments.
- 10.7.19 Deliver descriptive presentations that:
- establish a clear point of view on the subject of the presentation.
 - establish the relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
 - contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.



During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study the important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages, history or literature, and other fields) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

- 11.1.1 Understand unfamiliar words that refer to characters or themes in literature or history.

Examples: Understand the meaning of words like *Pollyannaish* (like Eleanor H. Porter's 1913 heroine Pollyanna, who tended to find the good in everything) or *Seussian*, a reference to the alliterative and rhythmic style of children's author Dr. Seuss (Theodore Geisel).

- 11.1.2 Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.

Example: While reading a biology textbook, understand specialized terms related to heredity, such as *genes*, *genetic*, *deoxyribonucleic acid (DNA)*, *genotype*, and *organism*.

- 11.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

Example: Consider what is meant in a sentence that defines a story character with nonliteral comparisons, such as *Our softball coach wanted everyone to think he was a bear, but we all knew he was really a big teddy bear*.



READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 11, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

Structural Features of Informational and Technical Materials

- 11.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

Example: Evaluate a famous political speech, such as Martin Luther King, Jr.'s "I Have a Dream" speech or Edward R. Murrow's "Speech to the Radio and Television News Directors Association (RTNDA) Convention" in Chicago on October 15, 1958, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

Example: Read *The Assassination of Lincoln: History and Myth* by Lloyd Lewis and *The Day Lincoln Was Shot* by Jim Bishop and evaluate how each communicates information to the reader and which style is more effective for the reader.

- 11.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.

Example: Check information learned in a driver's training course textbook with information in the printed *Indiana Driver's Manual*.

- 11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

Example: Read Alexis de Tocqueville's *Democracy in America* or John Steinbeck's *Travel with Charley* and support agreement or disagreement with the author's assertions by citing evidence from the text.

- 11.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.

Example: Relate core concepts in self-government as they are conveyed by the Bill of Rights, the Declaration of Independence, and the U.S. Constitution. Discuss how these concepts and ideals continue in American society today.



Expository (Informational) Critique

- 11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Example: Critique how Martin Luther King, Jr.'s, use of biblical, philosophical, and political references in "Letter from Birmingham Jail" advance the purpose of his essay. Read selected essays by Susan B. Anthony and Eleanor Roosevelt, and critique the authors' respective arguments about women's suffrage, gender equity, and women's place in organized labor.

Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 11, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

- 11.3.1 Analyze characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- Satire: using humor to point out weaknesses of people and society.
 - Parody: using humor to imitate or mock a person or situation.
 - Allegory: using symbolic figures and actions to express general truths about human experiences.
 - Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way.

Example: Read and evaluate the short story, "The Celebrated Jumping Frog of Calaveras County," by Mark Twain, as an example of Twain's gentle satirizing of human behavior.

Analysis of Grade-Level-Appropriate Literary Text

- 11.3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Example: Analyze the development of the theme of self-reliance in *Master and Commander* by Patrick O'Brien.

- 11.3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.

Example: Analyze or evaluate the impact of style in the poems of Carl Sandburg or James Whitcomb Riley.



- 11.3.4 Analyze ways in which poetry or prose uses imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Example: Respond to and compare a variety of poems that serve as examples of the poem's power, such as Robert Browning's "My Last Duchess," Elizabeth Bishop's "Fish," Robert Frost's "Out, Out...", and Amy Lowell's "Patterns."

- 11.3.5 Analyze or evaluate works of literary or cultural significance in history (American, English, or world) that:
- reflect a variety of genres in each of the respective historical periods.
 - were written by important authors in the respective major historical periods.
 - reveal contrasts in major themes, styles, and trends.
 - reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.

Example: Evaluate different works of American fiction as representations of a certain period in American history, including works such as *Uncle Tom's Cabin* by Harriet Beecher Stowe, *Red Badge of Courage* by Stephen Crane, *The Great Gatsby* by F. Scott Fitzgerald, and *The Joy Luck Club* by Amy Tan.

- 11.3.6 Analyze the way in which authors have used archetypes (original models or patterns, such as *best friend*, *champion*, *crusader*, *free spirit*, *nurturer*, *outcast*, *tyrant*, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Example: Evaluate the themes developed by works such as *A Raisin in the Sun* by Lorraine Hansberry and *The Crucible* or *Death of a Salesman* by Arthur Miller.

Literary Criticism

- 11.3.7 Analyze the clarity and consistency of political assumptions (statements that take for granted something is true), beliefs, or intentions in a selection of literary works or essays on a topic.

Example: Analyze or evaluate how the assumptions in *All Quiet on the Western Front* by Erich Maria Remarque advance the story

- 11.3.8 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

Example: Read Herman Melville's *Billy Budd* or Richard Wright's *Native Son* and debate whether any one work offers a defensible philosophical argument about capital punishment.



Standard 4

WRITING: Processes and Features

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- 11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.
- 11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 11.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.
- 11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 11.4.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- 11.4.6 Use language in creative and vivid ways to establish a specific tone.

Research Process and Technology

- 11.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.
- 11.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.
- 11.4.9 Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.
- 11.4.13 Integrate quotations and citations into a written text while maintaining the flow of ideas.

Evaluation and Revision

- 11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.
- 11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.
- 11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.



WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 11, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description of texts ((research reports of 1,200 to 1,500 words or more). Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and *résumés*. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 11 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

- 11.5.1 Write fictional, autobiographical, or biographical narratives that:
- narrate a sequence of events and communicate their significance to the audience.
 - locate scenes and incidents in specific places.
 - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character's feelings.
 - pace the presentation of actions to accommodate changes in time and mood.

Example: Read several short essays by writers on the practice of writing, such as an excerpt from Anne Lamott's *Bird by Bird* or essays by Wallace Stegner or the first chapter of Eudora Welty's *One Writer's Beginnings*. Write an essay on how reading and/or writing have been significant in your life.

- 11.5.2 Write responses to literature that:
- demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - support statements with evidence from the text.
 - demonstrate an understanding of the author's style and an appreciation of the effects created.
 - identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Example: After reading "The Fall of the House of Usher" by Edgar Allan Poe (an example of observer narration), "The Prison" by Bernard Malamud (an example of single character point of view), and "The Boarding House" by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors' choices of literary narrator made a difference in the response of the reader. Reference examples from throughout the works in support of a position.

- 11.5.9 Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:
- develops a thesis.
 - creates an organizing structure appropriate to purpose, audience, and context.
 - includes accurate information from primary and secondary sources and excludes extraneous information.
 - makes valid inferences.
 - supports judgments with relevant and substantial evidence and well-chosen details.
 - uses technical terms and notations correctly.
 - provides a coherent conclusion.



11.5.3 Write reflective compositions that:

- explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
- draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- maintain a balance in describing individual events and relating those events to more general and abstract ideas.

Example: Select a quotation that is particularly meaningful. Explain the significance of the quotation.

11.5.4 Write historical investigation reports that:

- use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- analyze several historical records of a single event, examining critical relationships between elements of the topic.
- explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- include a formal bibliography.

Example: Examine prominent historians' comments on *Democracy in America* by Alexis de Tocqueville and explain how they evaluate the relevance of Tocqueville's insights for today.

11.5.5 Write job applications and résumés that:

- provide clear and purposeful information and address the intended audience appropriately.
- use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- modify the tone to fit the purpose and audience.
- follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document.

Example: Write a résumé outlining job experience, extracurricular activities, and other skills. Format the document so that the information is clearly represented for the intended audience.

11.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.

Example: Use formal word choices for most writing. Write: *The candidate criticized her opponent for changing his views on the issues.* Avoid writing the informal: *The candidate knocked her opponent for waffling on his views on the issues.* Use informal writing only for certain types of informal writing situations, such as journals, informal essays, and creative writing: *When it came to playing the game Clue, he was clueless.*

11.5.7 Use precise technical or scientific language when appropriate for topic and audience.

Example: Use the vocabulary of a particular trade, profession, or group only when writing for that type of specific audience. A home improvement store supervisor would write: *The number 6 stick shed has 2-by and 4-by, poly, visqueen, and R-29.* The same sentence without technical language is: *The 2 by 4 and the 4 by 4 lumber is in warehouse shed number 6 with the polyester house wrap, 4 millimeter plastic sheeting, and R-29 Fiberglas insulation.*



11.5.8 Deliver multimedia presentations that:

- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately, and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Example: Prepare a multimedia presentation about Indiana authors. Support the presentation with visual images and video clips. Create a literary map of Indiana, with visuals that have been found or created, showing authors' hometowns, photographs, and biographies.

Research Application

11.5.10 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
- synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
- demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- incorporates numeric data, charts, tables, and graphs.
- organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: Develop a research report based on an important author in contemporary times. Include perspectives from newspapers, Web sites, interviews, and accounts of critics and friends. Include a bibliography of works. Place the author's works in the larger societal context of time and indicate how the author's works have impacted the literary or historical world.

Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions.

- 11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- 11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 11.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.
- 11.6.4 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.



Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 11.7.1 Summarize a speaker's purpose and point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

Organization and Delivery of Oral Communication

- 11.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- 11.7.3 Distinguish between and use various forms of logical arguments, including:
- inductive arguments (arguments that demonstrate something that is highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.*) and deductive arguments (arguments that draw necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal.*).
 - syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).
- 11.7.4 Use logical (causality, appeal to authority), ethical, and emotional appeals that enhance a specific tone and purpose.
- 11.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 11.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 11.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.
- 11.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.



Analysis and Evaluation of Oral and Media Communications

- 11.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).
- 11.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- 11.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
- 11.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 11.7.13 Identify rhetorical and logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).
- 11.7.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 11.7.15 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles' radio broadcast *War of the Worlds* by H.G. Wells).



Speaking Applications

- 11.7.16 Deliver reflective presentations that:
- explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
 - draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.
 - maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 11.7.17 Deliver oral reports on historical investigations that:
- use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
 - analyze several historical records of a single event, examining each perspective on the event.
 - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
 - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.
- 11.7.18 Deliver oral responses to literature that:
- demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
 - present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
 - support important ideas and viewpoints through specific references to the text and to other works.
 - demonstrate an awareness of the author's style and an appreciation of the effects created.
 - identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 11.7.19 Deliver multimedia presentations that:
- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - select an appropriate medium for each element of the presentation.
 - use the selected media skillfully, editing appropriately and monitoring for quality.
 - test the audience's response and revise the presentation accordingly.
- 11.7.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not To Be").



NOTES



During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study the important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

- 12.1.1 Understand unfamiliar words that refer to characters or themes in literature or history.
Example: Understand the meaning of words like *Dickensian* (like characters and behaviors created by Charles Dickens), *quisling* (a traitor to his country like Vidkun Quisling who helped the Nazis conquer Norway), or *Draconian* (like severe laws made by Athenian lawmaker Draco).
- 12.1.2 Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.
- 12.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
Example: Consider what is meant by literary comparisons and analogies, such as Shakespeare's phrases: *a sea change* or *A rose by any other name would still smell as sweet*.



READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 12, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

Structural Features of Informational and Technical Materials

- 12.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

Example: Evaluate a famous political speech, such as Abraham Lincoln’s “Gettysburg Address” or John F. Kennedy’s 1960 inaugural address, and describe the rhetorical devices used to capture the audience’s attention and convey a unified message.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 12.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

Example: Analyze speeches of Winston Churchill to examine the way his language influences the impact of his message.

- 12.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others.

Example: Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety.

- 12.2.4 Make reasonable assertions about an author’s arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.

Example: Read General Dwight Eisenhower’s June 1944 “D-Day Pre-Invasion Address to the Soldiers” and evaluate the validity of his arguments for succeeding during the Normandy Invasion (World War II).

- 12.2.5 Analyze an author’s implicit and explicit assumptions and beliefs about a subject.

Example: After reading excerpts from British physicist Stephen W. Hawking’s *Black Holes and Baby Universes and Other Essays*, evaluate how the author conveys explicit information to the reader. Analyze the author’s unstated philosophical assumptions about the subject.

Expository (Informational) Critique

- 12.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Example: Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as a citizen’s right to privacy or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.



READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

- 12.3.1 Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- Satire: using humor to point out weaknesses of people and society
 - Parody: using humor to imitate or mock a person or situation
 - Allegory: using symbolic figures and actions to express general truths about human experiences
 - Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way

Example: Read and evaluate the allegorical aspects of the novel *Animal Farm* by George Orwell.

Analysis of Grade-Level-Appropriate Literary Text

- 12.3.2 Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Example: Evaluate the theme of a work, such as *The Return of the Native* by Thomas Hardy. Locate the words or passages that support this understanding.

- 12.3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.

Example: Evaluate the use of irony and tone that Jane Austen uses in novels such as *Pride and Prejudice* or *Sense and Sensibility*.

- 12.3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Example: Explore the relationship between the figurative and the literal in texts such as "The Nun's Priest's Tale" and "The Pardoner's Tale" by Geoffrey Chaucer and "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge.

- 12.3.5 Analyze and evaluate works of literary or cultural significance in American, English, or world history that:

- reflect a variety of genres in the major periods in literature.
- were written by important authors in each historical period.
- reveal contrasts in major themes, styles, and trends in these historical periods.
- reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.

Example: Read and evaluate works from different periods of British literature, such as *Beowulf* (Anglo-Saxon), *The Prologue: The Canterbury Tales* by Geoffrey Chaucer (Medieval), Shakespeare's *Sonnets* (Renaissance), *Paradise Lost* by John Milton (Seventeenth Century), *A Journal of the Plague Year* by Daniel Defoe and "The Tiger" by William Blake (Restoration and the Eighteenth Century), *Frankenstein* by Mary Shelley and "Ode to the West Wind" by Percy Bysshe Shelley (Romantic Age), "My Last Duchess" by Robert Browning (Victorian Age), and *Across the Bridge* by Graham Greene (Twentieth Century).



- 12.3.6 Evaluate the way in which authors have used archetypes (original models or patterns, such as best friend, champion, crusader, free spirit, nurturer, outcast, tyrant, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Example: Explain how the archetype of “the fall,” or the banishment of Adam and Eve from the Garden of Eden, may be used to interpret Shakespeare’s *The Tragedy of Macbeth*.

- 12.3.7 Analyze recognized works of world literature from a variety of authors that:

- contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period.
- relate literary works and authors to the major themes and issues of their literary period.
- evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

Example: Read and evaluate works of world literature, such as *The Inferno of Dante* by Dante Alighieri (translated by Robert Pinsky), *Candide* by Voltaire, *I Have Visited Again* by Alexander Pushkin, *Question and Answer Among the Mountains* by Li Po, *Anna Karenina* or *War and Peace* by Leo Tolstoy, *Night* by Elie Wiesel, and *The Ring* by Isak Dinesen.

- 12.3.10 Demonstrate knowledge of important writers (American, English, world) of the eighteenth and nineteenth centuries, such as Jane Austen, Emily Bronte, Albert Camus, Miguel Cervantes, James Fenimore Cooper, Joseph Conrad, Stephen Crane, Charles Dickens, Fyodor Dostoyevsky, George Eliot, Thomas Hardy, Nathaniel Hawthorne, Victor Hugo, Herman Melville, Edgar Allan Poe, Mary Shelley, Mark Twain, Leo Tolstoy, and others.

Literary Criticism

- 12.3.8 Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

Example: Read excerpts from different novels by Charles Dickens and evaluate the treatment of children throughout these works.

- 12.3.9 Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters.

Example: Read Samuel Becket’s *Waiting for Godot* or Shakespeare’s *Hamlet* and evaluate the philosophical approach presented in each, and what each author seems to be saying about the human condition.



Standard 4

WRITING: Processes and Features

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- 12.4.1 Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.
- 12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 12.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.
- 12.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 12.4.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- 12.4.6 Use language in creative and vivid ways to establish a specific tone.

Research Process and Technology

- 12.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.
- 12.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies.
- 12.4.9 Use technology for all aspects of creating, revising, editing, and publishing.
- 12.4.13 Integrate quotations and citations into a written text while maintaining the flow of ideas.

Evaluation and Revision

- 12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.
- 12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.
- 12.4.12 Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.



WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and résumés; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 12 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

12.5.1 Write fictional, autobiographical, or biographical narratives that:

- narrate a sequence of events and communicate their significance to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

Example: After reading from Geoffrey Chaucer's *The Canterbury Tales*, write your own version of a traveler's tale.

12.5.2 Write responses to literature that:

- demonstrate a comprehensive understanding of the significant ideas in works or passages.
- analyze the use of imagery, language, universal themes, and unique aspects of the text.
- support statements with evidence from the text.
- demonstrate an understanding of the author's style and an appreciation of the effects created.
- identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Example: Analyze the events, point of view, and characterization in Virginia Woolf's novel *Mrs. Dalloway*. Write an essay arguing whether or not criticism of her work is valid.

12.5.9 Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:

- develops a thesis.
- creates an organizing structure appropriate to purpose, audience, and context.
- includes accurate information from primary and secondary sources and excludes extraneous information.
- makes valid inferences.
- supports judgments with relevant and substantial evidence and well-chosen details.
- uses technical terms and notations correctly.
- provides a coherent conclusion.

12.5.3 Write reflective compositions that:

- explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
- draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- maintain a balance in describing individual events and relating those incidents to more general and abstract ideas.

Example: Write a reflective essay for fellow students on the significance of family in one's life or on growing up at the turn of the twenty-first century. Make personal observations, but connect them to a larger theme of interest to your audience.



12.5.4 Write historical investigation reports that:

- use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- analyze several historical records of a single event, examining critical relationships between elements of the topic.
- explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- include a formal bibliography.

Example: Write a historical investigation report on the death of Diana, Princess of Wales. Include perspectives from newspapers or accounts of witnesses. Place the event into the larger societal context of the time, and indicate how or if the event has impacted the British and people from around the world.

12.5.5 Write job applications and résumés that:

- provide clear and purposeful information and address the intended audience appropriately.
- use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- modify the tone to fit the purpose and audience.
- follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.

Example: Respond to a classified advertisement for a position in a field of interest or complete an application for college. Include a résumé and a detailed cover letter, outlining your skills and their match to the requirements of the position or the school.

12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.

Example: Avoid colloquialism in most formal writing because it borders on informality and may not be understood by all. Write: *Residents were extremely upset when they saw their tornado-damaged neighborhood.* Avoid writing the informal: *Residents were pretty much beside themselves when they saw their tornado-damaged neighborhood.*

12.5.7 Use precise technical or scientific language when appropriate for topic and audience.

Example: Use the vocabulary of a particular trade, profession, or group only when writing for that specific audience. An attorney would write: *Wherefore, said Executrix prays that the Court enter an order authorizing the sale of said personal property pursuant to the provisions of I.C. 29-1-15-8.* The same sentence without legal language would say: *As the person appointed to handle the estate of someone who has died, I am asking the court for permission to sell some property that person owned.*

12.5.8 Deliver multimedia presentations that:

- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Example: Prepare a commencement presentation that will appeal to fellow graduates as well as their relatives and friends and to other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.



Research Application

- 12.5.10 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
 - synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
 - demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
 - demonstrates that sources have been evaluated for accuracy, bias, and credibility.
 - incorporates numeric data, charts, tables, and graphs.
 - organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions.

- 12.6.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.
- 12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 12.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.
- 12.6.4 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.



Comprehension

- 12.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

Organization and Delivery of Oral Communication

- 12.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- 12.7.3 Distinguish between and use various forms of logical arguments, including:
- inductive arguments (*All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.*) and deductive arguments (*If all men are mortal and he is a man, then he is mortal.*).
 - syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)
- 12.7.4 Use logical (*ad hominem*: arguing from a personal perspective; *ad populum*: appealing to the people), ethical, and emotional appeals that enhance a specific tone and purpose.
- 12.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 12.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.
- 12.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

- 12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).
- 12.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- 12.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
- 12.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 12.7.13 Identify rhetorical and logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).



- 12.7.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 12.7.15 Analyze the techniques used in media messages for a particular audience to evaluate effectiveness, and infer the speaker's character (using, for example, the Duke of Windsor's abdication speech).

Speaking Applications

- 12.7.16 Deliver reflective presentations that:
- explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
 - draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life.
 - maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 12.7.17 Deliver oral reports on historical investigations that:
- use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
 - analyze several historical records of a single event, examining each perspective on the event.
 - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
 - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.
- 12.7.18 Deliver oral responses to literature that:
- demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
 - present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
 - support important ideas and viewpoints through specific references to the text and to other works.
 - demonstrate an awareness of the author's style and an appreciation of the effects created.
 - identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 12.7.19 Deliver multimedia presentations that:
- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - select an appropriate medium for each element of the presentation.
 - use the selected media skillfully, editing appropriately, and monitoring for quality.
 - test the audience's response and revise the presentation accordingly.
- 12.7.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not To Be" or Portia's soliloquy "The Quality of Mercy Is Not Strained" from *The Merchant of Venice*).



Standard 1

Process

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, revising, and publishing).

Plan

- CMP.1.1 Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task. [11.4.1/12.4.1]

Draft

- CMP.1.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments. [11.4.2/12.4.2]
- CMP.1.3 Use point of view, characterization, style, and related elements for specific narrative (communication) and aesthetic (artistic) purposes. [11.4.3/12.4.3]
- CMP.1.4 Structure ideas and arguments in a sustained and persuasive way and support them with evidence from texts or precise and relevant examples. [11.4.4/12.4.4]
- CMP.1.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a proposal or call for action. [11.4.5/12.4.5]
- CMP.1.6 Use language in creative and vivid ways to establish a specific tone. [11.4.6/12.4.6]
- CMP.1.7 Integrate quotations and citations into a written text while maintaining the flow of ideas. [11.4.13/12.4.13]

Revise

- CMP.1.8 Review, evaluate, and revise by writing for meaning, clarity, achievement of purpose, and mechanics. [11.4.10]
- CMP.1.9 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer. [12.4.10]
- CMP.1.10 Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing. [11.4.12/12.4.12]

Edit

- CMP.1.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist. [11.4.11/12.4.11]



Publish and Technology

CMP.1.12 Use technology for all aspects of creating, revising, editing, and publishing. [11.4.9/12.4.9]

Research

CMP.1.13 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources. [11.4.7/12.4.7]

CMP.1.14 Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies. [11.4.8/12.4.8]

Standard 2

Applications

(Different Types of Writing and Their Characteristics)

Students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description in texts. Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and résumés. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 1 — Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, students use the writing strategies outlined in Standard 1 — Process to:

CMP.2.1 Write fictional, autobiographical, or biographical compositions that: [11.5.1/12.5.1]

- narrate a sequence of events and communicate their significance to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

Examples: Read several short essays by writers on the practice of writing, such as an excerpt from Anne Lamott's *Bird by Bird* or essays by Wallace Stegner or the first chapter of Eudora Welty's *One Writer's Beginnings*. Write an essay on how reading and/or writing have been significant in your life. After reading from Geoffrey Chaucer's *The Canterbury Tales*, write your own version of a traveler's tale.



CMP.2.2 Write responses to literature that: [11.5.2/12.5.2]

- demonstrate a comprehensive understanding of the significant ideas in works or passages.
- analyze the use of imagery, language, universal themes, and unique aspects of the text.
- support statements with evidence from the text.
- demonstrate an understanding of the author's style and an appreciation of the effects created.
- identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Examples: After reading “The Fall of the House of Usher” by Edgar Allan Poe (an example of observer narration), “The Prison” by Bernard Malamud (an example of single character point of view), and “The Boarding House” by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors’ choices of literary narrator made a difference in the response of the reader. Make reference to examples from throughout the works in support of a position. Analyze the events, point of view, and characterization in Virginia Woolf’s novel *Mrs. Dalloway*. Write an essay arguing whether or not criticism of her work is valid.

CMP.2.3 Write academic essays, such an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that: [11.5.9/12.5.9]

- develops a thesis.
- creates an organizing structure appropriate to purpose, audience, and context.
- includes accurate information from primary and secondary sources and excludes extraneous information.
- makes valid inferences.
- supports judgments with relevant and substantial evidence and well-chosen details.
- uses technical terms and notations correctly.
- provides a coherent conclusion.

CMP.2.4 Write reflective compositions that: [11.5.3/12.5.3]

- explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
- draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.
- maintain a balance in describing individual events and relating those events to more general and abstract ideas.

Examples: Select a quotation that is particularly meaningful. Explain the significance of the quotation. Write a reflective essay for fellow students on the significance of family in one’s life or on growing up at the turn of the twenty-first century. Make personal observations, but connect them to a larger theme of interest to the audience.

CMP.2.5 Write historical investigation reports that: [11.5.4/12.5.4]

- use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- analyze several historical records of a single event, examining critical relationships between elements of the topic.
- explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- include a formal bibliography.

**CMP.2.6 Write job applications and résumés that: [11.5.5/12.5.5]**

- provide clear and purposeful information and address the intended audience appropriately.
- use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- modify the tone to fit the purpose and audience.
- follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document.

Examples: Write a resume outlining job experience, extracurricular activities, and other skills. Format the document so that the information is clearly represented for the intended audience. Respond to a classified advertisement for a position in a field of interest or complete an application for college. Include a resume and a detailed cover letter, outlining your skills and their match to the requirements of the position or the school.

CMP.2.7 Use varied and extended vocabulary, appropriate for specific forms and topics. [11.5.6/12.5.6]

Examples: Use formal word choices for most writing. Write: *The candidate criticized her opponent for changing his views on the issues.* Avoid writing the informal: *The candidate knocked her opponent for waffling on his views on the issues.* Use informal writing only for certain types of informal writing situations, such as journals, informal essays, and creative writing: *When it came to playing the game Clue, he was clueless.* Avoid colloquialism in most formal writing because it border on informality and may not be understood by all. Write: *Residents were extremely upset when they saw their tornado-damaged neighborhood.* Avoid writing the informal: *Residents were pretty much beside themselves when they saw their tornado-damaged neighborhood.*

CMP.2.8 Use precise technical or scientific language when appropriate for topic and audience. [11.5.7/12.5.7]

Examples: Use the vocabulary of a particular trade, profession, or group only when writing for that type of specific audience. A home improvement store supervisor would write: *The number 6 stick shed has 2-by and 4-by, poly, visqueen, and R-29.* The same sentence without technical language is: *The 2 by 4 and the 4 by 4 lumber is in warehouse shed number 6 with the polyester house wrap, 4 millimeter plastic sheeting, and R-29 Fiberglas insulation.* An attorney would write: *Wherefore, said Executrix prays that the Court enter an order authorizing the sale of said personal property pursuant to the provisions of I.C. 29-1-15-8.* The same sentence without legal language would say: *As the person appointed to handle the estate of someone who has died, I am asking the court for permission to sell some property that person owned.*

CMP.2.9 Deliver multimedia presentations that: [11.5.8/12.5.8]

- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Examples: Prepare a multimedia presentation about Indiana authors, such as Lloyd C. Douglas (*The Magnificent Obsession*), Booth Tarkington (*The Magnificent Ambersons*), Kurt Vonnegut ("Harrison Bergeron"), Lew Wallace (*Ben Hur*), Jessamyn West (*Friendly Persuasion*), and others. Support the presentation with visual images and video clips. Create a literary map of Indiana, with visuals that have been found or created, showing authors' hometowns, photographs, and biographies. Prepare a commencement presentation that will appeal to fellow graduates as well as their relatives and friends and to other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.



- CMP.2.10 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) that: [11.5.10/12.5.10]
- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
 - synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
 - demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
 - demonstrates that sources have been evaluated for accuracy, bias, and credibility.
 - incorporates numeric data, charts, tables, and graphs.
 - organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Standard 3

English Language Conventions

Students write using Standard English conventions.

- CMP.3.1 Demonstrate control of grammar, diction, paragraph and sentence structure, as well as an understanding of English usage. [11.6.1/12.6.1]
- CMP.3.2 Produce writing that shows accurate spelling and correct punctuation and capitalization. [11.6.2/12.6.2]
- CMP.3.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing. [11.6.3/12.6.3]
- CMP.3.4 Identify and correctly use clauses, both main and subordinate: phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens. [11.6.4/12.6.4]



NOTES

CMP



Standard 1

Vocabulary and Concept Development

Students apply their knowledge of word origins (words from other languages, from history or literature, and from other fields) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

LIT.1.1 Understand unfamiliar words that refer to characters or themes in literature or history. [11.1.1/12.1.1]

Examples: Understand the meaning of words like *Pollyannaish* (like Eleanor H. Porter's 1913 heroine Pollyanna, who tended to find the good in everything), *Dickensian* (like characters and behaviors created by Charles Dickens), or *Draconian* (like severe laws made by Athenian lawmaker Draco).

LIT.1.2 Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.[11.1.2/12.1.2]

Examples: While reading *Lives of a Cell: Notes of a Biology Watcher* by Lewis Thomas, or other essays on biology, understand specialized terms related to heredity, such as *genes*, *genetic*, *deoxyribonucleic acid (DNA)*, *genotype*, and *organism*. Understand the origin of the specialized vocabulary in excerpts from British physicist Stephen W. Hawking's *Black Holes and Baby Universes and Other Essays*.

LIT.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences. [11.1.3/12.1.3]

Examples: Consider what is meant in a sentence that defines a story character with nonliteral comparisons, such as *Our softball coach wanted everyone to think he was a bear, but we all knew he was really a big teddy bear*. Consider what is meant by literary comparisons and analogies,

Examples: Consider what is meant in a sentence that defines a story character with nonliteral such as Shakespeare's phrases: *a sea change* or *A rose by any other name would still smell as sweet*.



Analysis and Critique of Nonfiction

Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. Students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

Structural Features of Nonfiction

- LIT.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices. [11.2.1/12.2.1]

Examples: Evaluate the rhetorical devices used to capture the audience's attention and convey a unified message in a famous speech, such as Martin Luther King, Jr.'s, "I Have a Dream" speech; Edward R. Murrow's "Speech to the Radio and Television New Directors Association (RTNDA) Convention" in Chicago on October 15, 1958; Abraham Lincoln's "Gettysburg Address"; John F. Kennedy's 1960 inaugural address; astronaut Frank Borman's "Christmas Eve Greeting back to Earth" from lunar orbit (1968); the speeches of Barbara Jordan (U. S. Congresswoman from Texas in the 1970s); the speeches and writings of Nelson Mandela; or the fourteenth Dalai Lama's "Acceptance Speech" for the 1989 Nobel Peace Prize.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- LIT.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text. [11.2.2/12.2.2]

Examples: Read *The Assassination of Lincoln: History and Myth* by Lloyd Lewis and *The Day Lincoln Was Shot* by Jim Bishop and evaluate how each communicates information to the reader and which style is more effective for the reader. Analyze speeches of Winston Churchill, including "We Shall Fight on the Beaches" delivered before the House of Commons on June 4, 1940, to examine the way his language influences his message. Read excerpts from *The Pillow Book* by Sei Shonagon (translated by Ivan Morris) to see how a personal diary format effectively conveys an understanding of life in an imperial court in tenth-century Japan.

- LIT.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others. [11.2.3/12.2.3]

Examples: Check information learned in a driver's training course with information in the printed *Indiana Driver's Manual*. Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety. Examine 2000 Census Records to see the demographics of the population and read government reports on the status of adult literacy in the different segments of the population. Examine Ben Franklin's *Poor Richards's Almanac* for information about the 1700s in Philadelphia. Read excerpts from *The Diary of Samuel Pepys* by Samuel Pepys for eyewitness accounts of the Plague (1665) and the Great Fire (1666) in London and his accounts of attending Shakespeare's plays. Check travel guides, such as Fodor's, Frommer's, Michelin's and others, for information on great art museums in London, Madrid, Paris, and Rome. Explore cookbooks, such as Julia Child's *Mastering the Art of French Cooking* or Craig Claiborne and Virginia Lee's *The Chinese Cookbook*, for authenticity and ease of use.



- LIT.2.4 Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations. [11.2.4/12.2.4]

Examples: Read Alexis de Tocqueville's *Democracy in America* (1831) or John Steinbeck's *Travels with Charley* (1960) or *Chasing the Red, White, and Blue: A Journey in Tocqueville's Footsteps through Contemporary America* (2001) by David Cohen and support agreement or disagreement with the authors' assertions by citing evidence from the text. Read General Dwight Eisenhower's June 1944 "D-Day Pre-Invasion Address to the Soldiers" and evaluate the validity of his arguments for succeeding during the Normandy Invasion (World War II). Read excerpts from Tom Brokaw's *The Greatest Generation* and evaluate his assertions that the World War II generation was a hero generation.

- LIT.2.5 Analyze an author's implicit or explicit assumptions and beliefs about a subject. [11.2.5/12.2.5]

Examples: Relate core concepts in self-government as they are conveyed by the Bill of Rights, the Declaration of Independence, and the U.S. Constitution. Discuss how these concepts and ideals continue in American society today. After reading excerpts from *Undaunted Courage* (Lewis and Clark Expedition) by Stephen Ambrose, *Into Africa: The Epic Adventures of Stanley and Livingstone* (discovery of the headwater of the Nile River) by Martin Dugard, *The 8:55 to Baghdad: From London to Iraq on the Trail of Agatha Christie* (train travel, including the famous Orient Express) by Andrew Eames, or *The Voyage of Christopher Columbus* (personal diary of the first voyage to America) by Christopher Columbus (translated by John Cummins), analyze the various authors' assumptions, beliefs or intentions about their subjects.

Expository (Informational) Critique

- LIT.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims. [11.2.6/12.2.6]

Examples: Critique how Martin Luther King, Jr.'s, use of biblical, philosophical, and political references in "Letter from Birmingham Jail" advance the purpose of his essay. Read selected essays by Abigail Adams, Jane Adams, Susan B. Anthony, Eleanor Roosevelt, Elizabeth Cady Stanton, Sojourner Truth, and others and critique the authors' respective arguments about women's suffrage, gender equity, and women's place in organized labor and women's roles in the culture. Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as building a new state highway or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers. Read Earl Charles Spencer's "Funeral Oration" (September 6, 1997) for his sister, Diana, Princess of Wales, and evaluate the appeal of his words to both a friendly and hostile audience. Critique the writings and speeches of Mahatma Gandhi to discover how he anticipates and addresses counter arguments.



Literary Analysis and Criticism of Fiction

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. Students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

LIT.3.1 Evaluate characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. [11.3.1/12.3.1]

- **Satire:** using humor to point out weaknesses of people and society.
- **Parody:** using humor to imitate or mock a person or situation.
- **Allegory:** using symbolic figures and actions to express general truths about human experiences.
- **Pastoral:** showing life in the country in an idealistic — and not necessarily realistic — way.

Examples: Read and evaluate the short story, “The Celebrated Jumping Frog of Calaveras County,” by Mark Twain, as an example of Twain’s gentle satirizing of human behavior. Listen to the audio version of *The Hitchhiker’s Guide to the Galaxy* by Douglas Adams as an example of satirizing culture. Read and evaluate the allegorical aspects of the novel *Animal Farm* by George Orwell. Read *Zorro: The Novel* by Isabel Allende to analyze how this novel is an allegory.

Literary Analysis of Grade-Level-Appropriate Text

LIT.3.2 Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. [11.3.2/12.3.2]

Examples: Evaluate the soldier’s insights about dealing with a war environment in *The Killer Angels* by Michael Shaara (Battle of Gettysburg). Analyze the development of the theme of self-reliance in *Master and Commander* by Patrick O’Brian. Evaluate the theme of a work, such as *The Return of the Native* by Thomas Hardy, *The Flight of the Phoenix* by Elleston Trevor, or *The Brothers Karamazov* by Fyodor Dostoevsky, and locate the words or passages that support this understanding.

LIT.3.3 Evaluate the ways in which irony, tone, mood, the style, and the “sound” of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both. [11.3.3/12.3.3]

Examples: Analyze or evaluate the impact of style in the poems of Carl Sandburg or James Whitcomb Riley or T. S. Eliot in “Cats,” the musical. Evaluate the use of irony and tone that Jane Austen uses in her novels *Pride and Prejudice* or *Sense and Sensibility* and that Miguel de Cervantes uses in his novel *Don Quixote*.

LIT.3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions. [11.3.4/12.3.4]

Examples: Respond to a variety of poems that serve as examples of the poem’s power, such as Robert Browning’s “My Last Duchess,” Elizabeth Bishop’s “Fish,” Robert Frost’s “Out, Out...,” and Amy Lowell’s “Patterns.” Explore the relationship between the figurative and the literal in texts, such as “The Nun’s Priest’s Tale” and “The Pardoner’s Tale” by Geoffrey Chaucer, “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge, or *The Thousand and One Nights: The Second Voyage of Sinbad the Sailor*.



LIT.3.5 Analyze and evaluate works of literary or cultural significance in American, English, or world history that: [11.3.5/12.3.5]

- reflect a variety of genres in the respective major periods in literature.
- were written by important authors in each historical periods.
- reveal contrasts in major themes, styles, and trends in these historical periods.
- reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.

Examples: Evaluate different works of American fiction as representations of a certain period in American history, including works such as *Uncle Tom's Cabin* by Harriet Beecher Stowe, *Red Badge of Courage* by Stephen Crane, *The Great Gatsby* by F. Scott Fitzgerald, and *The Joy Luck Club* by Amy Tan. Read and evaluate works from different periods of British or world literature, such as *Beowulf* (Anglo-Saxon), *The Prologue: The Canterbury Tales* by Geoffrey Chaucer (Medieval), Shakespeare's *Sonnets* (Renaissance), *Paradise Lost* by John Milton (seventeenth century), *Robinson Crusoe* by Daniel DeFoe and "The Tiger" by William Blake (Restoration and the eighteenth century), *Frankenstein* by Mary Shelley and "Ode to the West Wind" by Percy Bysshe Shelley (Romantic Age), "My Last Duchess" by Robert Browning and "The Cherry Orchard" by Anton Chekhov (Victorian Age), and *Across the Bridge* by Graham Greene or *One Day in the Life of Ivan Denisovich* by Aleksandr Solzhenitsyn or *Night* by Elie Wiesel (twentieth century).

LIT.3.6 Evaluate the way in which authors have used archetypes (original models or patterns, such as *best friend*, *champion*, *crusader*, *free spirit*, *nurturer*, *outcast*, *tyrant*, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings. [11.3.6/12.3.6]

Examples: Evaluate the archetypes or characterizations developed by works such as *A Raisin in the Sun* by Lorraine Hansberry, *The Crucible* or *Death of a Salesman* by Arthur Miller, or *Exodus* by Leon Uris. Explain how the archetype of the fallen creature or outcast in the banishment of Adam and Eve from the Garden of Eden, may be used to interpret and evaluate the characterizations in Shakespeare's *The Tragedy of Macbeth* or *Othello* and in the Greek tragedy, *Oedipus Rex* by Sophocles.

LIT.3.7 Analyze recognized works of world literature from a variety of authors that: [12.3.7]

- contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period.
- relate literary works and authors to the major themes and issues of their literary period.
- examine the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

Example: Read and evaluate works of significant literature, such as *The Inferno* of Dante by Dante Alighieri (translated by Robert Pinsky), *Candide* by Voltaire, *I Have Visited Again* by Alexander Pushkin, *Question and Answer Among the Mountains* by Li Po, *Anna Karenina* or *War and Peace* by Leo Tolstoy, and *The Ring* by Isak Dinesen.

LIT.3.8 Demonstrate knowledge of important writers (American, English, world) of the eighteenth and nineteenth centuries, such as Jane Austen, Emily Bronte, Albert Camus, Miguel Cervantes, James Fenimore Cooper, Joseph Conrad, Stephen Crane, Charles Dickens, Fyodor Dostoyevsky, George Eliot, Thomas Hardy, Nathaniel Hawthorne, Victor Hugo, Herman Melville, Edgar Allan Poe, Mary Shelley, Mark Twain, Leo Tolstoy, and others. [12.3.10]



Literary Criticism

LIT.3.9 Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic. [11.3.7/12.3.8]

Examples: Analyze or evaluate how the assumptions in Sinclair Lewis' *Babbitt* or *All Quiet on the Western Front* by Erich Maria Remarque (World War I) advance the story. Read excerpts from different novels by Charles Dickens and evaluate the treatment of children throughout these works.

LIT.3.10 Evaluate the philosophical arguments presented in literary works or the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. [11.3.8/12.3.9]

Examples: Read Herman Melville's *Billy Budd* or Richard Wright's *Native Son* and debate whether any one work offers a defensible philosophical argument about capital punishment. Read Samuel Becket's *Waiting for Godot*, Shakespeare's *Hamlet*, or Moliere's *The Miser* or *Tartuffe*, and evaluate the philosophical approach presented in each, and what each author seems to be saying about the human condition.



Standard 1

Strategies and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

SPC.1.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject. [11.7.1/12.7.1]

Organization and Delivery of Oral Communication

SPC.1.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect. [11.7.2/12.7.2]

SPC.1.3 Distinguish between and use various forms of logical arguments, including: [11.7.3/12.7.3]

- inductive arguments (*All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.*) and deductive arguments (*If all men are mortal and he is a man, then he is mortal.*).
- syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).

SPC.1.4 Use logical, (*ad hominem*, arguing from a personal perspective; *ad populum*, appealing to the people) ethical, and emotional appeals that enhance a specific tone and purpose. [11.7.4/12.7.4]

SPC.1.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging. [11.7.5/12.7.5]

SPC.1.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity. [11.7.6/12.7.6]

SPC.1.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect. [11.7.7/12.7.7]

SPC.1.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions. [11.7.8/12.7.8]



Analysis and Evaluation of Oral and Media Communications

- SPC.1.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating of stereotypes; and using visual representations, special effects, and language). [11.7.9/12.7.9]
- SPC.1.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels. [11.7.10/12.7.10]
- SPC.1.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers). [11.7.11/12.7.11]
- SPC.1.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience. [11.7.12/12.7.12]
- SPC.1.13 Identify rhetorical and logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation). [11.7.13/12.7.13]
- SPC.1.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof. [11.7.14/12.7.4]
- SPC.1.15 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles' radio broadcast "War of the Worlds" by H. G. Wells). [11.7.15/12.7.15]

Speaking Applications

- SPC.1.16 Deliver reflective presentations that: [11.7.16/12.7.16]
- explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
 - draw comparisons between the specific incident and broader themes and illustrate beliefs or generalizations about life.
 - maintain a balance between describing the incident and relating it to more general, abstract ideas.
- SPC.1.17 Deliver oral reports on historical investigations that: [11.7.17/12.7.17]
- use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
 - analyze several historical records of a single event, examining each perspective on the event.
 - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
 - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.



SPC.1.18 Deliver oral responses to literature that: [11.7.18/12.7.18]

- demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
- present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
- support important ideas and viewpoints through specific references to the text and to other works.
- demonstrate an awareness of the author's style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

SPC.1.19 Deliver multimedia presentations that: [11.7.19/12.7.19]

- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

SPC.1.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be" or Portia's soliloquy "The Quality of Mercy Is Not Strained" from *The Merchant of Venice*). [11.7.20/12.7.20]



NOTES

Indiana Reading List



Level 1

Grades K – 2

Designed as a companion piece to Indiana's Academic Standards in English/Language Arts, the following selections of the Indiana Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades K – 2. The Indiana Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Picture Books and General Fiction

The Adventures of Old Mr. Toad – Burgess, Thornton
Amelia Bedelia (series) – Parish, Peggy
Angela Weaves a Dream – Solá, Michèle
Anno's Journey – Anno, Mitsumasa
Arthur (series) – Brown, Marc
Baseball in the Barrio – Horenstein, Henry
A Bear Called Paddington (series) – Bond, Michael
Brown Bear, Brown Bear, What Do You See? – Martin, Bill, Jr.
Butterfly Boy – Kroll, Virginia
Caps for Sale – Slobodkina, Esphyr
The Cat in the Hat – Dr. Seuss
Corduroy – Freeman, Don
Dinosaur Dream – Nolan, Dennis
The Doorbell Rang – Hutchins, Pat
Flossie and the Fox – McKissack, Patricia
Frog and Toad Are Friends (series) – Lobel, Arnold
The Gingerbread Man – Aylesworth, Jim
The Giving Tree – Silverstein, Shel
Goodnight Moon – Brown, Margaret Wise
Grandfather's Journey – Say, Allen
Green Eggs and Ham – Dr. Seuss

Harold and the Purple Crayon – Johnson, Crockett
Hattie and the Fox – Fox, Mem
Henry and Mudge (series) – Rylant, Cynthia
If You Give a Mouse a Cookie (series) – Numeroff, Laura
Just So Stories – Kipling, Rudyard
Lilly's Purple Plastic Purse – Henkes, Kevin
The Little Engine That Could – Piper, Watty
Lyle, Lyle Crocodile – Waber, Bernard
Make Way for Ducklings – McCloskey, Robert
Millions of Cats – Gag, Wanda
The Mitten – Brett, Jan
A Mother for Choco – Kasza, Keiko
The Mouse and the Motorcycle – Cleary, Beverly
Now One Foot, Now the Other – de Paola, Tomie
The Polar Express – Van Allsburg, Chris
Rosie's Walk – Hutchins, Pat
The Snowy Day – Keats, Ezra Jack
Song of the Swallows – Politi, Leo
Stone Soup – McGovern, Ann
Sylvester and the Magic Pebble – Steig, William
The Tale of Peter Rabbit – Potter, Beatrix

Tar Beach – Ringgold, Faith
Ten Black Dots – Crews, Donald
There's an Alligator Under My Bed – Mayer, Mercer
The Three Little Pigs – Kellogg, Steven
The Ugly Duckling – Andersen, Hans Christian (original author)
The Very Hungry Caterpillar – Carle, Eric
Where the Wild Things Are – Sendak, Maurice
Winnie the Pooh – Milne, A. A.

Folklore/Fairy Tales/Mythology

The Golden Goose – Grimm, Jacob and Wilhelm (original authors)
Goldilocks and the Three Bears – Brett, Jan
John Henry: An American Legend – Keats, Ezra Jack
La Cucaracha Martina: A Caribbean Folktale – Moreton, David
Little Red Riding Hood – Grimm, Jacob and Wilhelm
Lon Po Po: A Red Riding Hood Story from China – Young, Ed
Mufaro's Beautiful Daughters – Steptoe, John
Paul Bunyan – Kellogg, Steven
Pecos Bill – Kellogg, Steven
The Selkie Girl – Cooper, Susan



Song to Demeter –
Birrer, Cynthia and William
The Story of Johnny Appleseed –
Alik
The Story of Jumping Mouse –
Steptoe, John
Three Billy Goats Gruff –
Asbjrnsen, Peter Christen
*The Village of Round and Square
Houses* – Grifalconi, Ann

Poetry

The Big Red Barn –
Brown, Margaret Wise
Chicken Soup with Rice –
Sendak, Maurice
Child's Garden of Verses –
Stevenson, Robert Lewis
The Dragons Are Singing Tonight –
Prelutsky, Jack
Eats: Poems – Adoff, Arnold
Every Time I Climb a Tree –
McCord, David
Flicker Flash –
Graham, Joan Bransfield
*I Know an Old Lady Who Swallowed
a Fly* – Rounds, Glen
James Marshall's Mother Goose –
Marshall, James
Orchard Book of Nursery Rhymes –
Sutherland, Zena
Owl Moon – Yolen, Jane
Sheep in a Jeep – Shaw, Nancy
The Wheels on the Bus –
Zelinsky, Paul
You Read to Me, I'll Read to You –
Ciardi, John

Nonfiction: Science, Social Studies, and Mathematics

About Reptiles: A Guide for Children
– Sill, Cathryn P.
Anno's Math Games –
Anno, Mitsumasa
Around the World: Who's Been Here
– George, Lindsay Barrett
Baby Whale's Journey –
London, Jonathon

Building a House – Barton, Byron
*Check It Out!: The Book about
Libraries* – Gibbons, Gail
*A Child's Book of Art: Discover Great
Paintings* – Micklethwait, Lucy
*Corn Is Maize: The Gift of the
Indians* – Alik
Crawdad Creek –
Sanders, Scott Russell
Digging Up Dinosaurs – Alik
Discovering El Niño –
Seibert, Patricia
The Discovery of the Americas –
Maestro, Betsy
Do Animals Dream? – Pope, Joyce
*A Drop of Water: A Book of Science
and Wonder* – Wick, Walter
The Emperor's Egg – Jenkins, Martin
Gorilla Walk – Lewin, Ted and Betsy
Hello, Fish! Visiting the Coral Reef –
Earle, Sylvia

Here Is the African Savanna –
Dunphy, Madeleine
Hottest, Coldest, Highest, Deepest –
Jenkins, Steve
How Big Is a Foot? – Myllar, Rolf
How Tall, How Short, How Far Away
– Adler, David
Math Counts (series) –
Pluckrose, Henry
My Cheetah Family –
Barfuss, Matto H.
Nature's Paintbrush –
Stockdale, Susan
Once a Wolf – Swinburne, Stephen
Outside and Inside Kangaroos –
Markle, Sandra
A Pill Bug's Life – Himmelman, John
Pumpkin Circle: Story of a Garden –
Levenson, George
Sharks – Gibbons, Gail
Shelterwood – Shetterly, Susan Hand
Sugaring Time – Lasky, Kathryn
Tornadoes – Simon, Seymour

Biography/Autobiography

Stone Girl, Bone Girl: Mary Anning
– Anhoit, Laurence

*If Only I Had a Horn: Young Louis
Armstrong* – Jenkins, Leonard
*Glorious Flight Across the Channel
with Louis Bleriot* –
Provenson, Alice
*Alexander Calder and His Magical
Mobiles* – Lipman, Jean
*A Picture Book of George
Washington Carver* – Adler, David
*Good Queen Bess: The Story of
Elizabeth I* – Vennema, Peter
Duke Ellington – Pinkney, Andrea
Galileo and the Magic Numbers –
Rosen, Sidney
Honest Abe – Kunhardt, Edith
*If a Bus Could Talk: The Story of
Rosa Parks* – Ringgold, Faith
Wilma Unlimited – Krull, Kathleen
William Shakespeare and the Globe
– Alik
*Mark Twain? What Kind of Name
Is That?* – Quakenbush, Robert

Magazines/Periodicals

Big Backyard
Humpty Dumpty
Jack and Jill
Lady Bug
Ranger Rick
Scholastic News
Stone Soup: A Magazine by Children
Time for Kids
Weekly Reader
World
Zoo Books

Reference Tools (in printed and electronic format)

Dictionary, such as:

Printed: *American Heritage First
Dictionary*; *American Heritage
Picture Dictionary*

CD-ROM: *My First Amazing Words
and Pictures*; *Simon & Schuster
New Millennium Children's
Dictionary*

Encyclopedia, such as:

Printed: *Childcraft: The How and Why Library*; *Kingfisher Children's Encyclopedia*

Other Resources, such as:

CD-ROM: *Presidents: It All Started with George*

Informational, Technical, and Practical Documents

Calendar: yearly, monthly, weekly

Directions: classwork, finding way around school and community

Library Card Application

Price Tags

Street Signs

Weather Forecasts

Web Disclaimer: Due to the ever-changing nature of Internet materials, parents and educators are strongly advised to monitor the suggested Web sites to ensure that content remains appropriate for students.



Questions?

The Indiana Reading List is a suggested reading resource for students and teachers. Check with your local school to see if there is a required reading list. For additional information or questions, call the office of Program Development at 1.800.527.4930 or visit the Web site for the standards at: www.doe.state.in.us/standards.

This document may be duplicated and distributed as needed.



NOTES

Indiana Reading List

Level 2

Grades 3 – 5

Designed as a companion piece to Indiana's Academic Standards in English/Language Arts, the following selections of the Indiana Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades 3 – 5. The Indiana Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary

The Best Bad Thing – Uchida, Yoshiko
The Best Christmas Pageant Ever – Robinson, Barbara
Bill and Pete Go Down the Nile – de Paola, Tomie
A Boy of Old Prague – Ish-Kishor, Shulamith
Cam Jansen (series) – Adler, David
Charlie and the Chocolate Factory – Dahl, Roald
Charlotte's Web – White, E.B.
Class Clown – Hurwitz, Johanna
Felita – Mohr, Nicholessa
Freckle Juice – Blume, Judy
From the Mixed-Up Files of Mrs. Basil E. Frankweiler – Konigsburg, E.L.
The Hundred Dresses – Estes, Eleanor
In the Year of the Boar and Jackie Robinson – Lord, Bette Bao
Maniac Magee – Spinelli, Jerry
Misty of Chincoteague – Henry, Marguerite
Molly's Pilgrim – Cohen, Barbara
The Pinballs – Byars, Betsy
Pippi Longstocking – Lindgren, Astrid
Poppy – Avi

The Pushcart War – Merrill, Jean
Ramona (series) – Cleary, Beverly
Shades of Gray – Reeder, Carolyn
Shiloh (trilogy) – Naylor, Phyllis Reynolds
Souder – Armstrong, William
Stone Fox – Gardiner, John Reynolds
The Stories Julian Tells – Cameron, Anne
Tales of a Fourth Grade Nothing – Blume, Judy
Trumpet of the Swan – White, E.B.
Velveteen Rabbit – Williams, Margery
Wayside School (series) – Sachar, Louis
Where the Red Fern Grows – Rawls, Wilson
The Whipping Boy – Fleischman, Sid

Historical Fiction

The Courage of Sarah Noble – Dalglish, Alice
Journey to Topaz – Uchida, Yoshiko
Lily's Crossing – Giff, Patricia Reilly
Little House in the Big Woods (series) – Wilder, Laura Ingalls
Number the Stars – Lowry, Lois
Prairie Songs – Conrad, Pam
Sadako and the 1,000 Paper Cranes – Coerr, Eleanor
Sarah, Plain and Tall – MacLachlan, Patricia
The Sign of the Beaver – Speare, Elizabeth George

Science Fiction/Fantasy

20,000 Leagues Under the Sea – Verne, Jules
Alice in Wonderland – Carroll, Lewis
Bridge to Terabithia – Paterson, Katherine
The Court of the Stone Children – Cameron, Eleanor
The Cricket in Times Square – Selden, George
The Ear, the Eye and the Arm – Farmer, Nancy
James and the Giant Peach – Dahl, Roald
Mrs. Frisby and the Rats of Nimh – O'Brien, Robert C.
The Secret Garden – Burnett, Frances
This Place Has No Atmosphere – Danziger, Paula
The Wind in the Willows – Grahame, Kenneth
Wizard of Oz – Baum, L. Frank
A Wrinkle in Time – L'Engle, Madeleine

Folklore/Fairy Tales/Mythology

The Barefoot Book of Trickster Tales – Walker, Richard
The Crane Wife – Yagawa, Sumiko and Odds Bodkin
D'Aulaires Book of Greek Myths – D'Aulaire, Ingri and Edgar
The Days When the Animals Talked – Faulkner, William



The First Strawberries: A Cherokee Story – Bruchac, Joseph

How the Leopard Got His Spots – Kipling, Rudyard

The Merry Adventures of Robin Hood – Pyle, Howard

The Olympians: Great Gods and Goddesses of Ancient Greece – Fisher, Leonard Everett

Saint George and the Dragon – Hodges, Margaret

Tales of Uncle Remus – Lester, Julian

Why Mosquitos Buzz in People's Ears – Aardema, Verna

Poetry

Beat the Story-Drum, Pum-Pum – Bryan, Ashley

From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs – Cohn, Amy

Hand in Hand: An American History Through Poetry – Hopkins, Lee Bennett

Joyful Noise: Poems for Two Voices – Fleischman, Paul

Nathaniel Talking – Greenfield, Eloise

The New Kid on the Block – Prelutsky, Jack

The Random House Book of Poetry for Children – Prelutsky, Jack (ed.)

Sing a Song of Popcorn: Every Child's Book of Poems – White, M. and others

Snow Toward Evening: A Year in a River Valley – Frank, Josette

Nonfiction: Science, Social Studies, and Mathematics

African Beginnings – Haskins, James

Animal Defenses: How Animals Protect Themselves – Kaner, Etta

Bizarre Birds – Wechsler, Doug

Black Whiteness: Admiral Byrd Alone in the Antarctic – Burleigh, Robert

Buddy: The First Seeing Eye Dog – Moore, Eva

Castle – Macaulay, David

Caves and Caverns – Gibbons, Gail

Come Back, Salmon – Cone, Molly

Counting on Frank: Level 4 – Clement, Rod

Dive! My Adventures in the Deep Frontier – Earle, Sylvia

DK Guide to Space: A Photographic Journey Through the Universe – Bond, Peter

Dolphin Man: Exploring the World of Dolphins – Pringle, Laurence

Exploding Ants: Amazing Facts About How Animals Adapt – Settel, Joanne

An Extraordinary Life: Story of a Monarch Butterfly – Pringle, Laurence

Fire! Fire! – Gibbons, Gail

How Much Is a Million? – Schwartz, David

The Magic School Bus (series) – Cole, Joanna

Mapping the World – Johnson, Sylvia

One World, Many Religions – Osborne, Mary Pope

The People Shall Continue – Ortiz, Simon

Pyramid – Macaulay, David

Reaching for Dreams: A Ballet from Rehearsal to Opening Night – Kuklin, Susan

Shh! We're Writing the Constitution – Fritz, Jean

Top of the World: Climbing Mount Everest – Jenkins, Steve

Volcano: The Eruption and Healing of Mount St. Helens – Lauber, Patricia

Biography/Autobiography

The First Woman Doctor – Baker, Rachel

Through My Eyes – Bridges, Ruby

Cleopatra – Stanley, Diane

Where Do You Think You're Going, Christopher Columbus? – Fritz, Jean

Frederick Douglass: The Black Lion – McKissack, Patricia

Albert Einstein: Young Thinker – Hammontree, Marie

Queen Eleanor: Independent Spirit of the Medieval World – Brooks, Polly Schoer

The Librarian Who Measured the Earth: Eratosthenes – Lasky, Kathryn

Benjamin Franklin – D'Aulaire, Ingri

Ben and Me – Lawson, Robert

Prince Henry the Navigator – Fisher, Angela

The Land I Lost: Adventures of a Boy in Vietnam – Huynh, Quang Nhuong

Helen Keller: Courage in the Dark – Hurwitz, Johanna

Lives of the Presidents – Krull, Kathleen

Abe Lincoln's Hat – Brenner, Martha

Charles Lindbergh: A Human Hero – Giblin, James

Commodore Perry in the Land of the Shogun – Blumberg, Rhoda

The Story of Sacajawea, Guide to Lewis and Clark – Rowland, Della

The Secret Soldier: The Story of Deborah Sampson – McGovern, Ann

Clara Schumann: Piano Virtuoso – Reich, Susanna

Inspirations: Stories About Women Artists – Sills, Leslie

Squanto: Friend of the Pilgrims – Bulla, Clyde Robert

On the Day Peter Stuyvesant Sailed into Town – Lobel, Arnold

Walking the Road to Freedom: Sojourner Truth – Ferris, Jeri

Frank Lloyd Wright for Kids: His Life and Ideas – Thorne-Thomsen, Kathleen

*The Wright Brothers: How They
Invented the Airplane –
Freedman, Russell*

*Babe Didrikson Zaharias: The
Making of a Champion –
Freedman, Russell*

Magazines/Periodicals

Calliope

Cobblestone

Cricket

Highlights

Kids Discover

Odyssey

Owl

National Geographic Kids

Ranger Rick

Sports Illustrated for Kids

Reference Tools (in printed and electronic format)

Atlas/Almanac, such as:

Printed: *Time for Kids: Almanac
2005; The Kingfisher Student Atlas
of North America; If the World
Were a Village – Smith David*

CD-ROM: *Microsoft Encarta
Deluxe 2005*

Dictionary, such as:

Printed: *American Heritage
Children's Dictionary; Macmillan
Dictionary for Children*

CD-ROM: *Simon & Schuster New
Millennium Children's Dictionary*

Encyclopedia, such as:

Printed: *New Book of Knowledge*

CD-ROM: *Compton's Multimedia
Encyclopedia; 2003 Grolier
Multimedia Encyclopedia, Deluxe
Edition*

Online: Encarta
(www.encarta.msn.com);
Fact Monster
(www.factmonster.com)

Other Resources, such as:

Printed: *Alabama to Wyoming: State
Fact Cards; Biography for
Beginners; Sketches for Early
Readers; Biography Today
Scientists and Inventors: Profiles*

*of People of Interest to Young
People; DK Space Encyclopedia;
Endangered Wildlife of the World;
Famous First Facts; Something
About the Author*

CD-ROM: *Mammals: A Multimedia
Encyclopedia*

Thesaurus, such as:

Printed: *In Other Words: A
Beginning Thesaurus*

Informational, Technical, and Practical Documents

Agendas

Directions: homework, class activities
and tests, finding way around
school and community

Letters: personal

Library Card Applications

Manuals: computer, electronic
equipment, appliance

Phone Messages

Telephone Directory

Thank You Notes

Web Disclaimer: Due to the ever-
changing nature of Internet materials,
parents and educators are strongly
advised to monitor the suggested Web
sites to ensure that content remains
appropriate for students.

Questions?

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English/Language Arts

Indiana Reading List



Level 3

Grades 6 – 8

Designed as a companion piece to Indiana's Academic Standards in English/Language Arts, the following selections of the Indiana Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades 6 – 8. The Indiana Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary

The Acorn People – Jones, Ron
The Adventures of Tom Sawyer – Twain, Mark
Anne of Green Gables – Montgomery, Lucy Maud
The Cat Ate My Gymsuit – Danziger, Paula
The Cay – Taylor, Theodore
Child of the Owl – Yep, Laurence
A Christmas Carol – Dickens, Charles
Durango Street – Bonham, Frank
Eyes of Darkness – Highwater, Jamake
Firefly Summer – Bulpre, Pura
Flowers for Algernon – Keyes, Daniel
Friendly Persuasion – West, Jessamyn
The Friends – Guy, Rosa
Ganesh – Bosse, Malcolm
The Glory Field – Myers, Walter Dean
Holes – Sachar, Louis
Homecoming – Voigt, Cynthia
Island of the Blue Dolphins – O'Dell, Scott
The Islander – Rylant, Cynthia
The Journey Home – Uchida, Yoshiko

Lisa, Bright and Dark – Neufield, John
The Little Prince – De Saint-Exupery, Antoine
Little Women – Alcott, Louisa May
M.C. Higgins, the Great – Hamilton, Virginia
The Moves Make the Man – Brooks, Bruce
My Side of the Mountain – George, Jean Craighead
Park's Quest – Paterson, Katherine
The Pearl – Steinbeck, John
Roll of Thunder, Hear My Cry – Taylor, Mildred D.
Summer of My German Soldier – Greene, Bette
Summer of the Swans – Byars, Betsy
The True Confessions of Charlotte Doyle – Avi
Words by Heart – Sebestyen, Ouida
Year of Impossible Goodbyes – Choi, Sook Nyui
The Yearling – Rawlings, Marjorie Kinnan

Historical Fiction

Across Five Aprils – Hunt, Irene
After the Dancing Days – Rostkowski, Margaret
Bull Run – Fleischman, Paul

Catherine, Called Birdy – Cushman, Karen
Johnny Tremain – Forbes, Esther
Lyddie – Paterson, Katherine
The Night Journey – Lasky, Kathryn
Out of the Dust – Hesse, Karen
The Slave Dancer – Fox, Paula
The Watsons Go to Birmingham – 1963 – Curtis, Christopher Paul
The Witch of Blackbird Pond – Speare, Elizabeth George

Science Fiction/Fantasy

Abel's Island – Steig, William
The Book of Three – Alexander, Lloyd
The Hobbit – Tolkien, J.R.R.
I, Robot – Asimov, Isaac
The Lion, the Witch and the Wardrobe – Lewis, C.S.
Peter Pan – Barrie, James
Phantom Tollbooth – Juster, Norton
The Shepherd Moon – Hoover, H.M.
Swiftly Tilting Planet – L'Engle, Madeleine
The Time Machine – Wells, H.G.
Tuck Everlasting – Babbitt, Natalie
A Wizard of Earthsea – Le Guin, Ursula
Z for Zachariah – O'Brien, Robert C.



Mystery/Adventure

The Adventures of Sherlock Holmes – Doyle, Arthur Conan

And Then There Were None – Christie, Agatha

Call of the Wild – London, Jack

Hatchet – Paulsen, Gary

Motel of the Mysteries – Macauley, David

Stranded – Mikaelson, Ben

Treasure Island – Stevenson, Robert Louis

The Westing Game – Raskin, Ellen

Folklore/Fairy Tales/Mythology

Aesop's Fables – Aesop

American Tall Tales – Osborne, Mary Pope

The Crest and the Hide (and other African stories) – Courlander, Harold

D'Aulaire's Norse Gods and Giants – D'Aulaire, Ingri and Edgar

Favorite Folktales from Around the World – Yolen, Jane

Grimm Fairy Tales – Grimm, Jacob and Wilhelm (original authors)

Jason and the Argonauts – Osborne, Mary Pope (ed.)

The People Could Fly: American Black Folktales – Hamilton, Virginia

Three Strong Women – Stamm, Claus and Kazue Mizumura

Poetry

Selections from *Been to Yesterdays* – Hopkins, Lee Bennet

Selections from *The Collected Poems of John Ciardi* – Ciardi, John

Selections from *Custard and Company* – Nash, Ogden

Selections from *The Dream Keeper and Other Poems* – Hughes, Langston

Selections from *Ego Tripping and Other Poems for Young People* – Giovanni, Nikki

Selections from *Four Ancestors: Stories, Songs, and Poems from Native North America* – Bruchac, Joseph

"The Highwayman" – Noyes, Alfred

Selections from *Inner Chimes* – Goldstein, Bobby

"The Midnight Ride of Paul Revere" – Longfellow, Henry Wadsworth

"Odes to Common Things" – Neruda, Pablo

"Song of Myself" – Whitman, Walt

Selections from *You Come Too* – Frost, Robert

Short Stories

Selections from *Baseball in April and Other Stories* – Soto, Gary

"The Bear" – Faulkner, William

"Boys and Girls" – Munro, Alice

"The Celebrated Jumping Frog of Calaveras County" – Twain, Mark

"Charles" – Jackson, Shirley

"A Day's Wait" – Hemingway, Ernest

Selections from *Eight Plus One* – Cormier, Robert

"The Legend of Sleepy Hollow" – Irving, Washington

"A Mother in Mannville" – Rawlings, Marjorie Kinnan

"The Night the Bed Fell" – Thurber, James

"Raymond's Run" – Bambara, Toni Cade

"Riki Tiki Tavi" – Kipling, Rudyard

Selections from *Somehow Tenderness Survives: Stories of Southern Africa* – Rochman, Hazel (ed.)

"The Storyteller" – Saki

"The Tell-Tale Heart" – Poe, Edgar Allan

"Thank You Ma'am" – Hughes, Langston

"Zlateh the Goat" – Singer, Isaac Bashevis

Drama

Brian's Song – Blinn, William

Inherit the Wind – Lawrence, Jerome and Robert Lee

A Midsummer Night's Dream – Shakespeare, William

The Miracle Worker – Gibson, William

The Mousetrap and Other Plays – Christie, Agatha

Our Town – Wilder, Thornton

Nonfiction: Science, Social Studies, and Mathematics

Across America on an Emigrant Train – Murphy, Jim

The American Revolutionaries – Meltzer, Milton

Bound for America: Forced Migration of Africans – Haskins, James

The Brooklyn Bridge: They Said It Couldn't be Built – St. George, Judith

Cathedral: The Story of its Construction – Macaulay, David

Digger: The Tragic Fate of the California Indians – Stanley, Jerry

Farewell to Manzanar – Houston, Jeanne Watkazuki



Girls Think of Everything: Stories of Ingenious Inventions by Women – Thimmesch, Catherine

The Great Fire – Murphy, Jim

Hiroshima – Hersey, John

History of Women in Science for Young People – Epstein, Vivian

How the Future Began: Communications – Wilson, Anthony

The I Hate Mathematics! Book – Burns, Marilyn

Kennedy Assassinated! The World Mourns – Hampton, William

Living Up the Street – Soto, Gary

A Night to Remember – Lord, Walter

No Pretty Pictures: A Child of War – Lobel, Anita

Orphan Train Rider – Warren, Andrea

Rosie the Riveter: Women Working on the Homefront in World War II – Colman, Penny

Safari Beneath the Sea: The Wonder of the Pacific Northwest – Swanson, Diane

Shipwreck at the Bottom of the World – Armstrong, Jennifer

Space Station Science: Life in Free Fall – Dyson, Marianne

The Way Things Work – Macaulay, David

When Justice Failed: The Fred Korematsu Story – Chin, Steven A.

Wildlife Rescue: The Work of Dr. Kathleen Ramsay – Dewey, Jennifer Owings

Biography/Autobiography

King of the World: Muhammed Ali and the Rise of an American Hero – Remnick, David

The Life and Death of Crazy Horse – Freedman, Russell

Shadow Catcher: Life & Work of Edward S. Curtis – Lawlor, Laurie

Amelia Earhart: Courage in the Sky – Kerby, Mona

The Story of Thomas Alva Edison – Cousins, Margaret

Zlata's Diary: A Child's Life in Sarajevo – Filipovic, Zlata

The Diary of a Young Girl – Frank, Anne

Benjamin Franklin: The New American – Meltzer, Milton

Homesick: My Own Story – Fritz, Jean

The Children of Willesden Lane: Beyond the Kindertransport – Golabek, Mona and Lee Cohen

My Life with the Chimpanzees – Goodall, Jane

All Creatures Great and Small – Herriot, James

Thomas Jefferson: The Revolutionary Aristocrat – Meltzer, Milton

On the Court with Michael Jordan – Christopher, Matt

Lives of the Writers – Krull, Kathleen

The Great Little Madison – Fritz, Jean

Eleanor Roosevelt: A Life of Discovery – Freedman, Russell

Bully for You, Teddy Roosevelt – Fritz, Jean

Sojourner Truth: Ain't I a Woman? – McKissack, Patricia

Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance – Romei, Francesca

Ryan White: My Own Story – White, Ryan

Magazines/Newspapers

Consumer Reports

Cricket

Faces: The Magazine About People
Muse

National Geographic

Newsweek

Science World

Scope

Time

USA Today

Reference Tools (in printed and electronic format)

Atlas/Almanac, such as:

Printed: *New View Almanac; World Almanac and Book of Facts*

CD-ROM: *Microsoft Encarta Deluxe 2005*

Online: The Worldfact Book
(www.odci.gov/cia/publications/factbook)

Dictionary, such as:

Printed: *American Heritage Student Dictionary; Merriam-Webster's Intermediate Dictionary*

Online: Merriam-Webster Online Dictionary (www.m-w.com)

Encyclopedia, such as:

Printed: *Compton's Encyclopedia and Fact-Index; World Book Encyclopedia*

CD-ROM: *Microsoft Encarta Encyclopedia Deluxe 2005; 2005 World Book CD-ROM Multimedia Encyclopedia*

Online: Encarta
(www.encarta.msn.com); Fact Monster (www.factmonster.com)

Other Resources, such as:

Printed: *Authors of Books for Young People; Encyclopedia of American History; World Explorers and Discoverers; Larousse Dictionary of Scientists; Living World, Lands and Peoples; Readers' Guide to Periodical Literature; World Book Encyclopedia of People and Places; World Leaders: People Who Shaped the World*



CD-ROM: *Junior Discovering Authors*

Online: Homework Center
(www.multnomah.lib.or.us/lib/homework); Word Central
(www.wordcentral.com)

Thesaurus, such as:

Printed: *The American Heritage Student Thesaurus; Facts on File Student's Thesaurus*

Online: Merriam-Webster Online Thesaurus (www.m-w.com)

Informational, Technical, and Practical Documents:

Agendas

Applications: sports, club membership, contest

Class Schedules

Letters: personal, business

Manuals: computer, electronic equipment, appliance

Recipes

Travel Schedules and Itineraries

Web Disclaimer: Due to the ever-changing nature of Internet materials, parents and educators are strongly advised to monitor the suggested Web sites to ensure that content remains appropriate for students.

Questions?

The Indiana Reading List is a suggested reading resource for students and teachers. Check with your local school to see if there is a required reading list. For additional information or questions, call the office of Program Development at 1.800.527.4930 or visit the Web site for the standards at: www.doe.state.in.us/standards.

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Indiana Reading List

Level 4

Grades 9 – 12

Designed as a companion piece to Indiana's Academic Standards in English/Language Arts, the following selections of the Indiana Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades 9 – 12. The Indiana Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary

The Abduction –
Newth, Mette and Tiina Nunnally

The Adventures of Augie March –
Bellow, Saul

The Adventures of Huckleberry Finn –
Twain, Mark

The Age of Innocence –
Wharton, Edith

Animal Farm – Orwell, George

The Assistant – Malamud, Bernard

Autobiography of Miss Jane Pittman –
Gaines, Ernest J.

The Bean Trees –
Kingsolver, Barbara

Billy Budd – Melville, Herman

Bless Me, Ultima – Anaya, Rudolfo

Buried Onions – Soto, Gary

Catcher in the Rye – Salinger, J.D.

Ceremony – Silko, Leslie Marmon

The Contender – Lipsyte, Robert

Crime and Punishment –
Dostoyevsky, Fyodor

Davita's Harp – Potok, Chaim

Frankenstein – Shelley, Mary

A Girl of the Limberlost –
Stratton-Porter, Gene

Great Expectations –
Dickens, Charles

The Great Gatsby –
Fitzgerald, F. Scott

Heart of Darkness – Conrad, Joseph

House on Mango Street –
Cisneros, Sandra

If Beale Street Could Talk –
Baldwin, James

In the Time of the Butterflies –
Alvarez, Julia

Invisible Man – Ellison, Ralph

Jane Eyre – Bronte, Charlotte

The Joy Luck Club – Tan, Amy

The Magnificent Ambersons –
Tarkington, Booth

The Metamorphosis – Kafka, Franz

Of Mice and Men – Steinbeck, John

The Old Man and the Sea –
Hemingway, Ernest

A Portrait of the Artist as a Young Man – Joyce, James

Pride and Prejudice – Austen, Jane

The Return of the Native –
Hardy, Thomas

The Scarlet Letter –
Hawthorne, Nathaniel

Sense and Sensibility – Austen, Jane

A Separate Peace – Knowles, John

Shoeless Joe – Kinsella, W. P.

Silas Marner – Eliot, George

The Sound and the Fury –
Faulkner, William

The Stranger – Camus, Albert

Things Fall Apart – Achebe, Chinua

To Kill a Mockingbird – Lee, Harper

To the Lighthouse – Woolf, Virginia

Typical American – Jen, Gish

Wheels for Walking –
Richmond, Sandra

Historical Fiction

All Quiet on the Western Front –
Remarque, Erich Maria

A Bell for Adano – Hersey, John

Beyond the Burning Time –
Lasky, Kathryn

Cry, the Beloved Country –
Paton, Alan

A Farewell to Arms –
Hemingway, Ernest

Freedom Road – Fast, Howard

The Grapes of Wrath –
Steinbeck, John

The Jungle – Sinclair, Upton

My Antonia – Cather, Willa

The Red Badge of Courage –
Crane, Stephen

A Tale of Two Cities –
Dickens, Charles

This Strange New Feeling –
Lester, Julius

Science Fiction/Fantasy

1984 – Orwell, George

2001: A Space Odyssey –
Clarke, Arthur C.

Brave New World – Huxley, Aldus

Fahrenheit 451 – Bradbury, Ray

Foundation – Asimov, Issac

The Lord of the Rings –
Tolkien, J. R. R.

The Martian Chronicles –
Bradbury, Ray

The War of the Worlds – Wells, H.G.

Watership Down – Adams, Richard



Folklore/Fairy Tales/Mythology

The Acts of King Arthur and His Noble Knights – Steinbeck, John

The Adventures of Ulysses – Evslin, Bernard

Beowulf – author unknown

Greek Mythology – Hamilton, Edith

The Iliad – Homer

Le Morte D'Arthur – Malory, Sir Thomas

The Metamorphoses – Ovid

Mules and Men – Hurston, Zora Neale

North American Indian Mythology – Burland, Cottie Arthur

The Odyssey – Homer

The Once and Future King – White, T.H.

The Power of Myth – Campbell, Joseph

Treasury of Irish Folklore – Colum, Padriac (ed.)

The Way to Rainy Mountain – Momaday, N. Scott

Poetry

“The Bean Eaters” – Brooks, Gwendolyn

The Canterbury Tales – Chaucer, Geoffrey

“Chicago” – Sandburg, Carl

Selections from *Collected Poems* – Eliot, T. S.

Selections from *The Collected Poems* – Plath, Sylvia

The Complete Poems of Emily Dickinson – Dickinson, Emily

Selections from *Complete Poetical Works* – Lowell, Amy

Selections from *The Complete Poetical Works* – Riley, James Whitcomb

“Easter 1916” and “Sailing to Byzantium” – Yeats, William Butler

“Fish” – Bishop, Elizabeth

“I Hear America Singing” and “O Captain! My Captain!” – Whitman, Walt

“I Wandered Lonely as a Cloud” – Wordsworth, William

“In Memoriam” – Tennyson, Alfred Lord

“One More Round” and “Human Family” – Angelou, Maya

Selections from *Poems of Pablo Neruda* – Neruda, Pablo

Selections from *The Poetical Works* – Shelley, Percy Bysshe

Selections from *The Poetry of Robert Frost* – Frost, Robert

“The Raven” and “Annabel Lee” – Poe, Edgar Allan

“The Rime of the Ancient Mariner” – Coleridge, Samuel Taylor

Selections from *Selected Poems* – Heaney, Seamus

Selections from *Selected Poems of Langston Hughes* – Hughes, Langston

Selections from *Sonnets* – Keats, John

Selections from *Sonnets* – Shakespeare, William

Selections from *Spoon River Anthology* – Masters, Edgar Lee

“The Tiger” and “The Lamb” – Blake, William

“To Freedom” and “This Life” – Dove, Rita

Treasury of Great Poems – Untermeyer, Louis (ed.)

Short Stories

“Bartleby the Scrivener” – Melville, Herman

Selections from *The Best Short Stories* – Drieser, Theodore

Selections from *The Collected Short Stories* – Welty, Eudora

“The Egg” – Anderson, Sherwood

“Gift of the Magi” – Henry, O.

“The Lady or the Tiger” – Stockton, Frank

“The Life You Save May Be Your Own” – O’Conner, Flannery

“The Lottery” – Jackson, Shirley

“The Red Convertible” – Erdich, Louise

“The Richer, the Poorer” – West, Dorothy

Selections from *Short Stories* – Chekov, Anton

“The Story of Poe” – Ade, George

Selections from *Tales and Poems of Edgar Allan Poe* – Poe, Edgar Allan

“Two or Three Things I Know for Sure” – Allison, Dorothy

“What Means Switch?” – Jen, Gish

“Where Have You Been, Where Are You Going?” – Oates, Joyce Carol

“The White Heron” – Jewett, Sarah Orne

“Young Goodman Brown” – Hawthorne, Nathaniel

Drama

Antigone – Sophocles

The Crucible – Miller, Arthur

Death of a Salesman – Miller, Arthur

A Doll’s House – Ibsen, Henrik

Fences – Wilson, August

The Glass Menagerie – Williams, Tennessee

Hamlet – Shakespeare, William

Julius Caesar – Shakespeare, William

Macbeth – Shakespeare, William

Oedipus Rex – Sophocles

Pygmalion – Shaw, George Bernard

A Raisin in the Sun – Hansberry, Lorraine

Romeo and Juliet – Shakespeare, William

The Tempest – Shakespeare, William

Twelve Angry Men – Rose, Reginald

Waiting for Godot – Beckett, Samuel



Essays and Speeches

"Choice: A Tribute to Martin Luther King, Jr." – Walker, Alice

"Day of Infamy" – Roosevelt, Franklin D.

"Declaration of Independence" – Jefferson, Thomas

"The Fire Next Time" – Baldwin, James

"Floyd Patterson: The Essence of a Competitor" – Oates, Joyce Carol

"The Gettysburg Address" – Lincoln, Abraham

"House Divided" – Lincoln, Abraham

"I Have a Dream" – King, Martin Luther, Jr.

"I Will Fight No More Forever" – Chief Joseph

Inaugural Address, 1961 – Kennedy, John F.

"Letter from Birmingham Jail" – King, Martin Luther, Jr.

Nobel Prize Acceptance Speech, 1950 – Faulkner, William

Selections from *Pilgrim at Tinker Creek* – Dillard, Annie

"Self-Reliance" – Emerson, Ralph Waldo

"Sharing the American Dream" – Powell, Colin

Selections from *A Small Place* – Kincaid, Jamaica

"Straw Into Gold" – Cisneros, Sandra

"We Will Never Surrender" – Churchill, Winston

Nonfiction: Science, Social Studies, and Mathematics

Americans: The National Experience – Boorstin, Daniel

The Assassination of Lincoln: History and Myth – Lewis, Lloyd

Black Holes and Baby Universes and Other Essays – Hawking, Stephen

Black Like Me – Griffin, John Howard

A Brief History of Time – Hawking, Stephen

Coming of Age in the Milky Way – Ferris, Timothy

Connections – Burke, James

Cosmos – Sagan, Carl

Constitution of the United States of America: The Preamble

The Creators – Boorstin, Daniel

The Day the Universe Changed – Burke, James

Democracy in America – de Tocqueville, Alexis

The Discoverers – Boorstin, Daniel

The Einstein Paradox and Other Mysteries Solved by Sherlock Holmes – Bruce, Colin

Ernie's War: The Best of Ernie Pyle's World War II Dispatches – Nichols, David (ed.)

Full Steam Ahead: The Race to Build the Transcontinental Railroad – Blumberg, Rhoda

HerStory: Women Who Changed the World – Ashby, Ruth (ed.)

A Hoosier Holiday – Dreiser, Theodore

The Immense Journey – Eisley, Loren

In the Spirit of Crazy Horse – Mathiessen, Peter

Lisa and David – Rubin, Theodore

Lives of a Cell: Notes of a Biology Watcher – Thomas, Lewis

The Mathematical Tourist: Snapshots of Modern Mathematics – Peterson, Ivars

A Mathematician's Apology – Hardy, G. H.

The Meaning of It All – Feynman, Richard

The Mind's Sky: Human Intelligence in a Cosmic Context – Ferris, Timothy

The Mismeasure of Man – Gould, Steven Jay

New Kids in Town: Oral Histories of Immigrant Teens – Bode, Janet

Now Is Your Time! The African American Struggle for Freedom – Myers, Walter Dean

On Growth and Form – Thompson, D'Arcy

Riding the Rails: Teenagers on the Move During the Great Depression – Uys, Errol Lincoln

Roots – Haley, Alex

The Seven Habits of Highly Effective People – Covey, Stephen

Shakespeare's Theatre – Morley, Jacqueline

Silent Spring – Carson, Rachel

Tell Them We Remember: Story of the Holocaust – Bachrach, Susan D.

The Third Wave – Toffler, Alvin

Thursday's Universe – Bartusiak, Marcia

Time's Arrows – Morris, Richard

To Be a Slave – Lester, Julius

The World of Mathematics – Newman, James

Biography/Autobiography

Growing Up – Baker, Russell

Alexander Graham Bell: Making Connections – Pasachoff, Naomi

John Wilkes Booth: A Sister's Memoir – Clarke, Asia Booth

Out of Darkness: the Story of Louis Braille – Freedman, Russell

The Childhood Story of Christy Brown [previously *My Left Foot*] – Brown, Christy

Madame Curie – Curie, Eve

Narrative of the Life of Frederick Douglass – Douglass, Frederick

Barrio Boy – Galarza, Ernesto

Gandhi, Great Soul – Severance, John

The Story of My Life – Keller, Helen

The Woman Warrior – Kingston, Maxine Hong

Home Before Night – Leonard, Hugh

Winning Ways: A Photohistory of Women in Sports – Macy, Sue

Blue Highways – Moon, William Least Heat

Franklin Delano Roosevelt – Freedman, Russell



Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony – Ward, Geoffrey

Tall Chief: America's Prima Ballerina – Tallchief, Maria

Walden – Thoreau, Henry David

Night – Wiesel, Elie

One Writer's Beginnings – Welty, Eudora

Passion to Know: The Scientists of Today's World – Wilson, Mitchell

The Right Stuff – Wolfe, Tom

Black Boy: A Record of Childhood and Youth – Wright, Richard

Magazines/Newspapers

Audubon Magazine

Business Week

Consumer Reports

National Geographic

Natural History

The New York Times

Newsweek

Popular Mechanics

Scientific American

Smithsonian

Sports Illustrated

Time

The Wall Street Journal

Reference Tools (in printed and electronic format)

Atlas/Almanac, such as:

Printed: *National Geographic Atlas of the World*; *World Almanac and Book of Facts 2005*

Online: The Worldfact Book (www.odci.gov/cia/publications/factbook/)

Dictionary, such as:

Printed: *DK Illustrated Oxford Dictionary*; *Merriam-Webster's Collegiate Dictionary*; *Oxford English Dictionary*

CD-ROM: *Merriam-Webster's Collegiate Dictionary*

Online: Merriam-Webster Online Dictionary (www.m-w.com)

Encyclopedia, such as:

Printed: *Compton's Encyclopedia*

CD-ROM: *Encyclopedia Britannica 2005 Deluxe CD*; *Microsoft Encarta Encyclopedia Deluxe 2005*

Online: Encarta (www.encarta.msn.com); Britannica (www.britannica.com)

Other Resources, such as:

Printed: *Bartlett's Familiar Quotations*; *College Placement Annual*; *Scientists: The Lives and Works of 150 Scientists*; *United States Government Manual*; *Worldmark Encyclopedia of the States*

DVD-ROM: *Microsoft Encarta Reference Library Premium 2005 DVD*

Online: Internet Public Library Reference Center (www.ipl.org/ref); Research-It! (www.itools.com/research-it)

Thesaurus, such as:

Printed: *The American Heritage Student Thesaurus*; *Bartlett's Roget's Thesaurus*

CD-ROM: *Merriam-Webster's Collegiate Thesaurus*

Online: Merriam-Webster Online Thesaurus (www.m-w.com)

Informational, Technical, and Practical Documents

Applications: job, college admission, college financial aid, consumer loan, credit card

Catalogs

Help-Wanted Advertisements

Indiana Drivers Manual

Invoices

Lease/Rental Agreements: apartment, automobile

Letters: personal, business

Loan Agreements: credit card, consumer loan

Manuals: computer, electronic equipment, appliance, automotive

Medical Records

Military Enrollment Forms

Periodic Financial Statements: checking account, savings account, loan, credit card

Reports: stock and mutual funds, corporate financial, local/state/federal government

Resumes

Travel Schedules and Itineraries

Voter Registration and Ballots

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NOTES



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Policy Notification Statement:

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability, in its programs, activities, or employment policies as required by the Indiana Civil Rights Law (I.C. 22-9-1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), Section 504 (Rehabilitation Act of 1973), and the Americans with Disabilities Act (42 USCS §12101, et. seq.).

Inquiries regarding compliance by the Indiana Department of Education with Title IX and other civil rights laws may be directed to the Human Resources Director, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798, or by telephone to 317-232-6610, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 North Canal Street, Suite 1053, Chicago, IL 60606-7204. – Dr. Suellen Reed, State Superintendent of Public Instruction

For more information:

Contact the
Indiana Department
of Education

Web site:
www.doe.state.in.us/standards

Call:
1.888.544.7837

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